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A comparative study of the treatment of the American Revolution of 1776 in some secondary school history textbooks used currently in England and in the United States of America.

Louise Shelley Powell
University of Louisville

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UNIVERSITY OF LOUISVILLE
A COMPARATIVE STUDY
OF
THE TREATMENT OF THE AMERICAN REVOLUTION OF 1776
IN SOME SECONDARY SCHOOL HISTORY TEXTBOOKS
USED CURRENTLY
IN ENGLAND AND IN THE UNITED STATES OF AMERICA

A Dissertation
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Arts

Department of Education

By

Louise Shelley Powell

Year

1937

Name of Student: _____

Title of Thesis: A Comparative Study of the Treatment of
the American Revolution of 1776 in some
secondary school history textbooks used
currently in England and in the United
States of America.

Name of Director: _____

Approved by a reading committee composed of the following
members:

Representative of the Department of English:

Date: Feb. 1938

16 April '38

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A COMPARATIVE STUDY
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CHAPTER I

STATEMENT AND ANALYSIS OF THE THESIS

CHAPTER I

STATEMENT AND ANALYSIS OF THE THESIS

Title: A comparative study of the treatment of the American Revolution of 1776 in some secondary school history textbooks used currently in England and in the United States of America.

Analysis of the Thesis: This study proposes to determine to what extent similarities and differences exist in the treatment of the American Revolution of 1776 in some currently used history textbooks of the secondary schools of England and of the United States of America. To this end five of the history textbooks used today in the secondary schools of England and five of those used today in the secondary schools of the United States of America will be examined. This number is, of course, only a sampling of the large number of history textbooks used in the secondary schools of the two countries. However the writer believes that this number of books affords one a fairly accurate insight into the contents of all the history texts of the two countries as no effort was taken to govern in anyway the history textbooks selected for examination. In examining the books the writer will take care to note

anything which may prove a significant similarity or dissimilarity in their treatment of the American Revolution of 1776. From the data thus collected, the writer will formulate her conclusions as to the extent to which similarities and dissimilarities exist in the history textbooks used today in the secondary schools of England and in those of the United States of America.

Regulations Regarding the Adoption of School Textbooks.

Philip Brand, in his Master's Thesis, A Comparative Study of the Treatment of the Causes of the World War in Secondary School Textbooks of England, Germany, Neutral Powers and the United States, written at the College of the City of New York in 1935, makes the following statements regarding the regulations governing the adoption of school textbooks in England and in the United States of America:

ENGLAND

The choice of books for use in the schools in England rests with the local education authorities, school governing bodies and teachers. The Board of Education neither prescribes nor recommends particular books. A common practice of the local education authorities is to prepare lists of books which may be requisitioned for class use by the teachers in their schools. In the preparation of these lists, the advice of teachers and other competent persons is taken.

THE UNITED STATES OF AMERICA

History textbooks used in the primary and secondary schools in the United States are published as commercial enterprises by about two dozen leading firms, some of which publish and circulate several texts by different authors covering the same ground and fulfilling the same needs. The authority to choose textbooks from this fairly centralized output is widely disseminated. In some of the fortyeight states, there is a state commission which passes upon all of the books to be used in the state. Ordinarily this censorship is negative, that is, it prohibits the use of certain texts but allows free choice from a list of recommended books. In other states the choice of books lies altogether with the local county, township or village education board. Frequently this board actually prescribes the several books to be used in each grade and subject, although in the remainder, the local school board exercises a permissive selection and the choice is left to the school principal or teacher.

However Mr. Ward W. Keescker points out that in the United States:

Laws affecting the selection and use of textbooks are found in all states. These laws are of two general types: (1) Those providing for State selection and uniformity, and (2) those providing for local selection and uniformity. Twentyfive States now have laws providing for State selection and State-wide uniformity of textbooks. In some of these States exceptions are made for certain cities.²

¹ Philip Brand, A Comparative Study of the Treatment of the Causes of the World War in Secondary School Textbooks of England, Germany, Neutral Powers and the United States. Master's Thesis, College of the City of New York, 1935. pp.9-11.

² Ward W. Keescker, Legislation Concerning Free Textbooks, Pamphlet No. 59. U.S. Department of the Interior, Office of Education, Washington, U.S. Government Printing Office, 1935. p8.

Mr. Brand also states in his thesis the following regarding laws affecting the adoption of school textbooks in England and in the United States:

STATUTORY ENACTMENTS AND OTHER FORCES

AFFECTING TEXTBOOKS

GREAT BRITAIN

In Great Britain no specific action has been taken to purge textbooks which might create international bad feeling. The policy adopted is to encourage the good rather than to condemn the bad. New textbooks might be submitted to a properly constituted board or committee of historians for their approval; but probably a large majority of history teachers in English secondary schools would prefer to continue to enjoy their present liberty of choice of books for their own schools. They feel that they could themselves best discount the undue bias of the writer on any particular subject. The primary duty of the teacher is not so much to convert his pupils to any particular point of view of international questions as to give them an opportunity of learning the true facts for themselves and ultimately forming sound judgments in the light of those facts. That a teacher's own interpretation of facts and events would be colored by his own bias is inevitable; but he should always be on guard to prevent this tendency from becoming too paramount.

THE UNITED STATES

In 1918 New York approved another Lusk Law prohibiting the use of any textbook which contained statements of seditious character disloyal to the United States or favorable to the cause of any enemy country. The law created a commission to

which any person might make complaints against textbooks in history containing disloyal statements. In case the commission disapproved of the book after examination, the board of education must abandon the use of the book. It was further provided that any person or authority continuing to use a condemned book would be considered guilty of a misdemeanor.

During the World War, European history textbooks bore the brunt of the attack. Discussions tending to bestow praise upon the Central Powers, or in any way to disparage the institution or powers of the Allies, were deemed disloyal to the cause in which the United States was engaged. Not only were history textbooks condemned, but also textbooks in foreign languages, particularly in German. The James Harvey Robinson Histories were excluded from the schools of Des Moines, Iowa, because of the statement regarding Germany made in these books. Among the objections raised against Robinson's Medieval and Modern Times were the characterization of the German government, the failure to fix the responsibility upon Germany for bringing about the World War, and the failure to discuss the violation of all laws of humanity as well as of international law by Germany. Any book having a pro-German element was forbidden in most of the states. Every syllabus made Germany the only country in the world that was prepared and anxious for war because of her autocratic government, the character of the Kaiser, militarism and navalism, Germany's desire for world domination and the insidious inculcation of loyalty in the German peoples in the Prussian system of education.

In December 1923, there was held a meeting of the American Historical Association concerning the censorship of history textbooks. It passed the following resolution:

' Whereas the propaganda has met with sufficient success to bring about not only acute controversy in many cities but also the passage of

censorship laws in several states, therefore

'Be it resolved by the American Historical Association ...that genuineand intelligent patriotism, no less than requirement of honesty and sound scholarship demand that textbook writers and teachers should strive to present a truthful picture of past and present, ... that criticism of history textbooks should, therefore, be based not upon grounds of patriotism but only upon grounds of faithfulness to fact as determined by specialists or tested by consideration of the evidence;---that the cultivation of pupils of a scientific temper in history and the related social sciences; of a spirit of inquiry and a willingness to face unpleasant facts are far more important objectives than the teaching of special interpretations of particular events; and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of national honor can only tend to promote a harmful psuedo-patriotism and

'Be it further resolved, that the successful continuance of such an agitation must inevitably bring about a ruinous deterioration both of textbooks and of teaching, since self-respecting scholars and teachers will certainly not stoop to the methods advocated.'

The Importance of the Problem

In this age of striving to outlaw war, to establish world peace, to strengthen the League of Nations and the World Court and in every possible way to bring about international good-will, as well as in this age of rearmament, one need scarcely argue the importance of what textbooks contain and of how the material is treated. No one will deny that everyone, and especially the impressionable adolescents in the secon-

*Philip Brand, op. cit. , pp. 13-

dary schools of a country, is influenced by that which he reads and hears. As Bertrand Russell puts it in his

Why Men Fight:

The power of education in forming character and opinion is very great and very generally recognized. The genuine beliefs, though not usually the professed precepts of parents and teachers are almost unconsciously acquired by most children; and even if they depart from them in later life, something of them remains deeply implanted,⁴ ready to emerge in a time of stress or crisis.

Related Studies

The Office of Education of the Department of the Interior at Washington, D.C., reports the three related studies which are summarized below. These three Master's theses come from the College of the City of New York. They are:

(1) Brand, Philip --- A comparative study of the treatment of the causes of the World War in secondary school textbooks of England, Germany, Neutral Powers and the United States. Master's Thesis, 1935.

(2) Gargle, Irma N. --- A comparative study of the treatment of the War of 1812 in English and American secondary school history textbooks. Master's Thesis, 1933.

(3) Palevsky, Isidore --- A comparative study of the treatment of the American Revolution and its causes in the history textbooks of the elementary schools of England and the United States. Master's Thesis, 1931.

⁴ Bertrand Russell, Why Men Fight, N.Y., Century, 1916. p.154.

A summary of these theses follows:

Brand, Philip

A Comparative Study of the Treatment of the Causes of the World War in Secondary School Textbooks of England, Germany, Neutral Powers and the United States.

Scope of Study:

Twelve American, ten British, seven German, eleven neutral [Five Danish, two Dutch, two Swedish, two Norwegian] textbooks were chosen in the light of their treatment of the causes of the World War.

Conclusions:

- (1) A majority of the American books are pro-Allied.
- (2) Most of the British books are impartial.
- (3) Every German book is pro-Central.
- (4) Most neutral books are pro-Allied.
- (5) Only one neutral book is pro-Central.
- (6) No American or British book is pro-Central.
- (7) The American and British books are written with a feeling to give the facts as they occurred and to let the reader form his own conclusions.
- (8) The German textbooks are written with a feeling to show Germany entirely innocent of all censure that is heaped upon it.

- (9) In the Allied countries, the more recent the publication of a book, the more impartial it is.
- (10) A Later edition of a German textbook shows Germany not at all culpable.
- (11) In general, there is a tendency in the Allied textbooks to speak of Russia's guilt as well as that of Germany.
- (12) The German textbooks give themselves a "clean bill of health " and blame Russia for starting the war.
- (13) Both the war-participants and the neutral powers treat the causes of the war as an important event in the history of the world.
- (14) All books agree that the assassination of the Archduke was the immediate cause of the war.
- (15) Imperialism and militarism are most mentioned as the fundamental causes of the war.
- (16) The Neutral textbooks give practically the same causes of the war while the belligerent authors differ considerably.
- (17) All the textbooks with the exception of one German book agree that England tried to stop the war.
- (18) The Neutral textbooks and even a few German writers regard the ultimatum to Serbia as too harsh and one that would have reduced that country into a mere vassal state.

- (19) The American authors feel (and so do a few British) that though England declared war on Germany because of the violation of Belgian neutrality, yet the real cause was that England feared a hostile nation (and a very powerful one) in control of Belgium.
- (20) The German textbooks mention the invasion of Belgium in a factual way but give no apology.
- (21) The Neutral countries, in general, mention the invasion of Belgium in pathetic terms.
- (22) England receives the most unpopularity in German textbooks.
- (23) The German books devote the greatest amount of space to the causes.
- (24) Besides the Archduke Frances Ferdinand, Lord Grey is the most mentioned of personalities.
- (25) In general, the English authors show the least disposition to hold England in any way accountable.
- (26) In actual number of pages the American textbooks are most voluminous.
- (27) The Neutral books devote the least amount of space to the causes of the war.
- (28) Russian mobilization is the greatest factor in drawing all the nations of the world into the conflict.
- (29) Most textbooks seem to agree with Fay and Langsam

though the latter have had more access to the archives.

- (30) The English authors consistently quote Grey, who in his memoirs writes "Fear was the cause of the War."

Gargle, Irma N.

A Comparative Study of the Treatment of the War of 1812 in English and American Secondary School History Textbooks.

Scope of Study:

Ten American and ten British textbooks were chosen in the light of their treatment of the War of 1812.

Conclusions:

- (1) Most American books are written to arouse a feeling of pride for the country.
- (2) Most British books are not written to arouse a feeling of pride for the country.
- (3) American books treat of the War of 1812 as an important event in the history of the United States.
- (4) British books treat the War of 1812 as an incident in the history of England.
- (5) Most American books are ~~pre~~-American.

- (6) Most British books are pro-British.
- (7) Two American books present an impartial picture.
- (8) Two British books present an impartial picture.
- (9) No American books are pro-British.
- (10) One British book is pro-American.
- (11) All American books mention the Impressment of American seamen as a cause of the War.
- (12) Most British books mention the Impressment of American seamen.
- (13) Most American books emphasize American victories and minimize British victories.
- (14) British books tend to minimize American victories and emphasize British victories.
- (15) American books consider the Battle of Lake Erie as the most important battle on the sea.
- (16) Few British books mention the Battle of Lake Erie.
- (17) To most American authors, the burning of Washington, the Surrender at Detroit, and the Battle of New Orleans are considered of greatest importance.
- (18) Most British authors consider the burning of Washington the most important event in the land warfare.
- (19) American books mention more events than do British books.
- (20) British books tend to give the more important and more significant events.

- (21) American books mention 5.8 times as many American men as they do British men.
- (22) British books mention 1.2 times as many British men as they do American men.
- (23) Each American book gives at least one result.
- (24) Some British books give no results.
- (25) American books tend to give results that are of importance to America.
- (26) British books tend to give results that are of importance to Great Britain.
- (27) The most important result of the War, according to the American books, is that the war completed the independence of the United States. The result that is considered of most importance to Great Britain is not mentioned by any American book.
- (28) The result that is considered the most important by American authors is not mentioned by any British author.
- (29) All the American books, but one, exceed the average percentage of the British books in regard to the total amount of space devoted to the war.
- (30) All the British books, but one, are below the average of the American books in regard to the total amount of space devoted to the war.

Paiewsky, Isidore

A Comparative Study of the American Revolution and
Its Causes in the History Textbooks of the Elementary
Schools of England and the United States.

Scope of Study:

Twentyeight textbooks --- fourteen English and four-
teen American --- were analyzed in the light of their
treatment of the American Revolution of 1776.

Conclusions:

- (1) The American books devote five times as much
of the total space to the treatment of the
Revolutionary War as do the British.
- (2) In the American books, in general, the major
portion of the treatment is devoted to the
war proper.
- (3) In the British books, in general, a minor
part of the treatment is devoted to the war
proper.
- (4) No American book is actually anti-British.
- (5) No American book is pro-British.
- (6) Most American books are pro-American.
- (7) No British book is anti-American.
- (8) Many British books are pro-American.

- (9) The American books, in general, devote a great deal of space to the figures involved.(Patriots,etc.)
- (10)The British textbooks, in general, do not mention more than nine or ten of the most prominent figures. (For example, Burke, Pitt, Washington, King George, Gates, Cornwallis, Howe).
- (11)The American textbooks are written with a purpose of arousing in the pupil a feeling of pride for his forbears, sympathy for their sufferings, and confidence in their righteousness.
- (12)The British textbooks do not attempt to arouse a feeling of veneration for his forbears in the pupil.
- (13)All the books fail to interpret the Revolution in its broadest significance.
- (14)Several of the newest among the American textbooks attempt to put the causes of the war on a broader plane but they still retain the rest of the features of the other American history books. In other words they have added to the causes of the war, as usually found in the American textbook, those causes which are found in the modern higher histories which attempt to explain the Revolution on the level of a broad interpretation of fundamental questions.

(15) In general, there is a tendency in the American books to give the British view but these never impugn the American view.

(16) The British textbooks often give the colonists' view of the question and in many cases, either justify the colonists' action or condemn the 'unwise' enforcement by England.

Criticism of the Foregoing Studies:

The three studies summarized above should prove most interesting to teachers of any subject in all countries. Most especially should they prove of interest to teachers of the Social Sciences in those countries whose textbooks the three thesis-writers analyze. Time spent in reading the conclusions of the three writers must of necessity cause one to pause and to consider how he can present an impartial picture of a debatable question regardless of the textbook he holds in his hand.

In handling the material, the three writers use the same method --- they quote extensively from the various books in order to justify their evaluations of the books and to verify their conclusions and comparisons.

All three thesis-writers find that the books of the various countries differ in their presentation of what

is presumably the same material. Each textbook author tends to present the slant of his own particular country. In Miss Gargle's thesis, which compares the War of 1812 in English and American secondary school textbooks, and in Mr. Palewsky's thesis, which compares the American Revolution in elementary school textbooks of England and the United States, a great similarity in their findings is observed. The American books, they find, tend to devote more space to the subject matter than do the English books. The American books mention more persons and events and seem written to arouse pride in one's forbears. The English books mention few persons and events and tend to have no desire to arouse in the reader pride for his forbears. American books are inclined to be pro-American whereas some of the British books are also inclined to be pro-American. The English books are found, on the whole, to present a more impartial picture of the various situations and to be fairer to both sides when presenting subject matter.

Mr. Brand, in his thesis regarding the causes of the World War as found in the textbooks of England, Germany, the United States, Norway, Sweden, Denmark and Holland finds that the textbooks of belligerent countries differ greatly as to what caused the World War but those of

neutral countries give practically the same causes of the War. Among the textbooks used in the belligerent countries, for instance, one finds German textbooks freeing Germany of all blame for the War while Allied textbooks divide the blame between Germany and Russia. This difference of presentation of subject matter might cause one concern were it not for the hope presented by the newer textbooks in all countries. Both Mr. Brand and Mr. Paiewsky point out that the newer textbooks tend to be more impartial and endeavor to present causes of the wars on a broad plane.

The chief value of these studies lies in the fact that they clearly point to all teachers the necessity of being broad-minded. If students are to be made world-minded in this age, when the world is clamoring for peace and yet preparing for war, they must be aided in seeing all subjects from the viewpoint not only of their own country but also from the viewpoints of other countries. Might this not suggest the wisdom of teaching from the textbook in use in one's own country or city and also of using as reference books the textbooks of other countries which deem the subject matter of sufficient importance to include it in their textbooks? In this way, one would have at least laid all the avail-

able facts before his pupils and could then help them draw their own conclusions. In this way ,too, a better understanding of the other side of the argument might be attained.

A further study,along these lines, which might prove interesting, would be an investigation into the teaching methods of Social Studies' teachers in different countries. What are the teachers of the Social Sciences doing in their teaching, either with the textbook placed in their hands or in spite of it, to promote international understanding and good-will? One wonders.

CHAPTER II
DATA AND THEIR TREATMENT

CHAPTER II

DATA AND THEIR TREATMENT

Procurement of Data: In order to ascertain with surety what were the titles of five of the history textbooks used today in the secondary schools of England, the author wrote to the Institute of International Education in New York City. They did not have the available information but were helpful in suggesting that a letter to their London Office, The American University Union, might prove fruitful. This letter was duly dispatched. An answer listed the following five books as among those now (August 28, 1936) used in the secondary schools of England in the teaching of history:

- (1) Mowat, R.B. --- A New History of Great Britain
Oxford University Press, London,
1923.
- (2) Muir, Ramsey --- British History,
G. Philip and Son, London, 1930.
- (3) Rayner, Robert M. --- A Concise History of Britain
Longmans, Green and Co., London
1937.
- (4) Somervell, D.S. --- A Concise History of Great
Britain, G. Bell and Sons,
London, 1934.

(5) Warner and Marten --- The Groundwork of British History, Blackie and Son,
London, 1923.

The Director of the American University Union, London, England, stated the following in his letter:

I am glad to append the list, which you desire, of five textbooks now [August 28, 1936] being used in the secondary schools of this country in the teaching of history.... I am afraid I am unable to tell you in which cities these history texts are used. Teachers in the schools of England are quite free to choose their own textbooks under the direction of the local authority directly responsible for their schools. This means that in practice there is a good deal of variation in the choice of textbooks used.

For the United States history textbooks used currently in the secondary schools of the United States of America, it was decided to employ those in use in cities geographically located in the Eastern, Western, Northern and Southern parts of the country. For this purpose, outstanding cities in these sections were chosen:

East ---New York City, New York

West ---San Francisco, California

North --Chicago, Illinois

South --New Orleans, Louisiana

Letters were sent to either the Superintendents of the public schools in these cities or to the Librarians

of their Free Public Libraries. These letters asked for the name of the United States history textbook used in the secondary schools of the city addressed. For the fifth United States of America history Textbook --- to balance the fifth history textbook of England --- it was decided to use that of the secondary schools of Louisville, Kentucky, where the writer is a teacher.

The list of the five United States history textbooks in use in the secondary schools in the United States of America and secured in this manner are:

- (1) New York City, N.Y. --- Fite, Emerson David
History of the United States,
 Henry Holt and Co., N.Y., 1916.
- (2) San Francisco, Cal. --- Muzzey, David Saville
History of the American People,
 Ginn and Co., Boston, 1929.
- (3) Chicago, Ill. --- Faulkner and Kepner
America: Its History and People,
 Harper and Brothers, N.Y., 1934.
- (4) New Orleans, La. --- Muzzey, David Saville
History of the American People,
 Ginn and Co., Boston, 1929.
- (5) Louisville, Ky. --- Barker -- Dodd -- Commager
Our Nation's Development,
 Row, Peterson and Co., N.Y., 1934.

Since San Francisco, California, and New Orleans, Louisiana, reported the use of the same history textbook in their secondary schools, it was decided to use the book once and to substitute for its second use any of the books listed as used in the teaching of history in the secondary schools of either New York or Chicago. As Beard and Beard's History of the United States was found on both of these lists, it has been used in this study to take care of the duplication of Muzzey's History of the American People. The complete information regarding this substituted book is:

Beard, Charles A. and Beard, Mary R.

History of the United States,

MacMillan Co., N.Y., 1929.

Treatment of the Data:

First, the American Revolution of 1776 was reviewed in each book separately. Any word or phrase which might in some way indicate the aim of the book's author was looked for carefully. Passages which seemed to indicate the character of the book were quoted. Then the writer made her own evaluation of the book. In evaluating the textbooks the following criteria were set up:

(1) Does the author simply state the facts or does he color them with his own opinions and vocabulary?

(2) Does the author give one side only of the argument or does he state both sides?

(3) Is the blame for causing the war laid on either belligerent?

(4) Are excuses given for England's failure to win the war?

(5) Do the authors of the English textbooks speak with respect or in a derogatory manner of the American participants in the American Revolution?

(6) Do the authors of the American textbooks speak with respect or in a derogatory manner of the English participants in the American Revolution?

(7) Do the authors of the English textbooks pay any tributes to the Americans involved in the war?

(8) Do the authors of the American textbooks pay any tributes to the Englishmen involved in the war?

(9) Do the books contain any statements which tend to promote good or bad will for either country?

After the American Revolution of 1776 had been reviewed in a book as a unit, the writer next listed the causes of the war mentioned in the book, and also the persons, events, and results given. What the author considered as the most important event of the war was noted. The approximate number of words devoted to the American Revolution as well as the percentage of the book given to this subject were noted.

The illustrations, maps and graphs, print and arrangement of the book to invite interest were observed.

When the above information had been carefully tabulated for each of the ten history textbooks, comparisons were made between the American and British books to see wherein they were alike and unlike. Inferences and conclusions were then drawn.

CHAPTER III

FINDINGS

CHAPTER III

FINDINGS

Findings: In this chapter the writer will examine the five histories used in the secondary schools of England and the five used in the secondary schools of the United States. In this examination the writer will limit herself to that portion of each book which treats the American Revolution. She will quote those passages which tend to show the viewpoint of the authors or which seem to indicate the character of the books. She will give her own evaluation based on the criteria set up in the preceding chapter. The causes of the war, persons mentioned, events, the most important event, and results will be listed. The amount of the total book's space given to the American Revolution, the approximate number of words used, the number of illustrations, maps and graphs and the arrangement of the book for pupil appeal will be noted. After the ten books have been examined in this manner, comparisons will be made and conclusions drawn.

BRITISH HISTORIES

I- The Groundwork of British History -- by

George Townsend Warner and C.H.K. Marten

Blackie and Son, London, 1923.

The authors state the following about the American Revolution of 1776:

Condition of England after the Seven Years' War

The Seven Years' War had left Great Britain triumphant. She had then, however, to organize her empire. But at this most critical period, the king and the aristocracy which governed Great Britain were unsympathetic, and above all, ignorant. The ministers were constantly changing and had no settled convictions; and later, Lord North's ministry though more stable --- it lasted from 1769 to 1782 --- was also more incompetent. Above all, there was no great statesman capable of dealing with the situation, except perhaps William Pitt, who was too ill to make more than fitful appearances, and Edmund Burke, who never held high office. And so Great Britain went blundering forward, and lost the larger part of her empire in the West whilst she with difficulty held her own in the East. Learning by experience is proverbially costly, but our statesmen made the cost in these twenty years unnecessarily high. (p.499).

Influence of Seven Years' War on the American Colonies

The conquest of Canada freed the American colonies from danger of absorption by the French; and by so doing, enabled them to become independent of the mother country. Above all, the great expenses that fell, as a consequence of the war, upon the mother country led to an attempt to tax the colonies,

which caused both the Puritan democrats of the North and the Anglican aristocratic and slave-owning planters of the South to unite for the first time in a common opposition. (pp.499-500).

Trade Restrictions

Up till the end of the Seven Years' War, no other colonies in the world had been so well treated as those in British America. In matters of government the colonies had no great grievances...In matters of trade, Great Britain no doubt regarded her colonies as a source of wealth. Consequently some of the chief colonial products, such as tobacco and cotton, could be exported only to Great Britain. The manufacture in America of steel or woollen goods, or even of hats, was limited or forbidden, so as not to compete with British imports. All goods from Europe had first to be landed in Great Britain, and the colonies were also subject to the Navigation Act. No one now denies that these restrictions were unwise; but it must be remembered that Great Britain erred in company with all other mother countries--only to a less degree. (p.500).

Grenville's Policy

Grenville decided that it was necessary for the defence of the American colonies,... to keep a small standing army in America. He was probably right in this decision. Grenville was not unreasonable in thinking that the colonies themselves should contribute something toward their defence....Nor was Grenville's particular proposal unreasonable. He suggested that the colonies should pay one-third of the expense of this army by means of an Act under which all legal documents should bear stamps. Moreover, he put forward this proposal in a very tentative and moderate way....Legally the British Parliament had undoubtedly the right to pass the Stamp Act....But, it was natural that a liberty-loving people should object to being

taxed by a Parliament in which they were un-representated. (pp.500-501).

The Colonists Irritate the Mother Country

The character of the colonists in the North ...was, in Pitt's phrase, 'umbrageous' (i.e. they took umbrage easily) and quarrelsome, and their conduct was sometimes very irritating to the mother country. (p.502).

Tax on Tea Is Retained

But, with incredible folly, the duty on tea was retained, in order to assert the right of taxing. (p.503).

The Real Difficulty

'The real difficulty,' it has been well said, 'was that Great Britain would not consent to a partnership, which was the only solution, but insisted upon a dependency. The American colonies, therefore, hardened their hearts, and would accept nothing short of independence.' (p.504).

Why the British Lost the War

But the British made the mistake--not unusual with them--of underestimating their enemy,...moreover, they made inadequate preparations for the dispatch of reinforcements to the army in America when they saw that war was probable....The British also, not only failed to produce a great general, and fought largely with hired German troops, but possessed in Lord George Germaine...a minister of war who was to exhibit conspicuous incapacity. The colonists, on the other hand, had in a Virginia planter, George Washington by name, a man as Commander-in-chief who, without being perhaps a great general, was a thorough gentleman, upright and truthful, untiring in organization, and persistently courageous and steadfast even in the darkest periods of the war. (p.506).

The British Fail To Grasp Opportunities

During the first three years of the war (1775-7) the British missed their opportunities. (p.506).

England Lacks A Great Man.

During the next three years (1778-80), our enemies gradually increased, and the sphere of our military operations was correspondingly extended....But, unfortunately, Chatham, who might have conducted such a war on sound principles, died in 1778, and from the other politicians of the period it was hopeless to expect great or consistent designs. (p.509).

Great Britain Loses Control of the Sea

Great Britain no longer held command of the sea, and the French fleet was to form a decisive factor. (p.509).

Evaluation:

The authors endeavor to excuse Great Britain for all the mistakes made in the war. Such expressions as "the king and the aristocracy...were unsympathetic, and above all ignorant," "Lord North's ministry, though more stable, was also more incompetent," "Great Britain went blundering forward," are all excuses for lacking men capable of handling the situation. They even go further in acknowledging they had no leader to compare with George Washington, who was perhaps "not a great general." Then Grenville's plan for American defence was "probably right" and "not unreasonable."

The colonists were assured a victory because Britain "underestimated" the power of the enemy, made "in-

adequate preparations" and had to wage war many miles from home when new enemies were springing up at home.

"Great Britain would not consent to a partnership, which was the only solution, but insisted upon a dependency" and "no one now denies that these restrictions of trade and manufacturing were unwise" seem to be an honest effort on the part of the authors to show that Great Britain erred. But back of this lurks the excuse--she had no great man at this period of her history and her error was not nearly as great as those made by other mother countries.

One might sum up the attitude of the authors by saying that they make no effort to place the blame for the war on the American colonies. They do strive to excuse Great Britain's mistakes which were responsible for the war while they also strive to excuse Great Britain for losing the war.

Causes of the War as Related by the Authors:

- (1) Trade restrictions
- (2) Manufacturing restrictions
- (3) Navigation Acts
- (4) Suppression of smuggling
- (5) Establishment of a standing army in America
- (6) Stamp Act
- (7) Townshend Acts
- (8) Boston Massacre
- (9) Boston Tea Party
- (10) Burning of a ship of the king
- (11) Closing of the port of Boston
- (12) Suspension of the constitution of Massachusetts
- (13) Quebec Act
- (14) Taxation without representation

Persons Discussed by the Authors:

British

(1) Lord North	(8) Lord Germaine
(2) William Pitt	(9) General Carleton
(3) Edmund Burke	(10) Sir William Howe
(4) The king -- George III	(11) John Burgoyne
(5) George Grenville	(12) Sir Henry Clinton
(6) Charles Townshend	(13) Lord Cornwallis
(7) General Gage	(14) Lord Rockingham

American

- (1) George Washington
- (2) Horatio Gates
- (3) Nathaniel Greene

Events Commented upon by the Authors:

- (1) Battle of Lexington
- (2) Battle of Bunker's Hill
- (3) Attack on Canada
- (4) Evacuation of Boston by the British
- (5) Battle of Long Island at Brooklyn
- (6) Occupation of New York
- (7) Occupation of Philadelphia by the British
- (8) Battle of Trenton
- (9) Battle of Saratoga
- (10) Battle of Brandywine
- (11) Capture of Charleston, S.C., by the British
- (12) Capture of Savannah, Ga., by the British
- (13) Evacuation of Philadelphia by the British
- (14) Battle at Camden
- (15) Battle at Guildford Court House
- (16) Surrender at Yorktown

The Most Important Event of the War in the Opinion of the Authors:

- (1) Battle of Saratoga

Results of the War as Noted by the Authors:

- (1) Great Britain "is deprived of one empire."
- (2) The foundations of another empire (Canada) are strengthened.
- (3) The independence of the United States is recognized by Great Britain.
- (4) Spain receives Florida.
- (5) France receives several small islands.

Warner and Marten's The Groundwork of British History devoted approximately 4,548 words to the American Revolution of 1776. This covers about 1.7% of the total space allotted to the book. The book contains no pictures or graphs and there is only one black and white map in the section devoted to the American Revolution. The type is rather small and there seems to be no attempt to appeal to the interest through the organization of the book.

II- A New History of Great Britain -- by R.B. Mowat

Oxford University Press, London, 1923.

About the American Revolution of 1776 Mr. Mowat says the following:

George III Caused the American Revolution

George's personal intervention helped to produce the American Revolution. (p.510).

Colonies Govern Themselves

The colonies enjoyed a large amount of self-government. (p.517).

Cause of the Friction

Commercial restrictions, wherever they exist, are always a great cause of friction. (p.518).

Passage of the Stamp Act

In 1765, however, under the premiership of George Grenville ---an industrious and efficient minister, but not a statesman of wide outlook ---a Stamp Act was passed. (pp.518-19).

Taxation Without Representation

The colonists, on the other hand, denied that they could be taxed directly by a Parliament, sitting thousands of miles away, in which they had no representation. (p.519).

Burke's View of the Stamp Act

The true view was expressed by Burke in one of his great speeches on conciliation. 'The Stamp Act,' he said, 'could not be called illegal, though direct taxation of the colonies by Parliament was against constitutional custom. But if not illegal, the decision to impose direct taxation was unwise, and the amount of money to be got in comparison with the loyal colonies to be lost, not worth bothering about. (p.519).

George III Believes in the Old Colonial System

George believed that he must carry on the Old Colonial System as he had inherited it; the claim of the colonists to settle their own direct taxes meant a self-governing empire of a completely new kind. 'It would be better', wrote George to Lord North, 'to give up the empire than to admit one particle of these principles. (p.520).

Why England Was Defeated

Broadly considered, however, the defeat of the Mother Country may be said to have been due to three things: to mismanagement at home, to the distance across the Atlantic, and to the vast and roadless spaces of the Colonies. (p.521).

One Cause of British Defeat

The administration at home was bad. George III's absorption in internal politics, the endless party intrigues, had withdrawn attention from the Navy and Army. (p.521).

Characterization of Lord Germaine

Lord George Germain was able but unscientific, and is said not to have troubled even to read the colonial and military dispatches. (p.521).

The French Fleet Aids the Americans

Unfortunately, the naval policy of the time was not good....The French fleet was allowed to sail in colonial waters and in 1781 it obtained (for a short time) sufficient command of the sea to bring about the capitulation of General Lord Cornwallis in Yorktown --- the decisive action of the war. (p.522).

Criticism of British Commanders

The British commanders showed extraordinary slowness in following up the victories which

they secured at the beginning of the war. (p.522).

Another Reason for England's Defeat

Britain, Assailed on the sea, in America, in India, found the strain too much. She could only deal effectively with one assailant at a time; and so with the intervention of France, the reconquest of the revolting colonies became almost impossible. (pp.525-26).

Cornwallis Makes a Mistake

He [Cornwallis] allowed himself to commit a great strategical mistake by taking up what he must have known to be a dangerous position in Yorktown. (pp.526).

A Description of the Surrender at Yorktown

The author quotes from Mahon's History of England a description of the surrender at Yorktown. He says: 'The two lines of the Allied army, says Abbe Robin, 'were drawn out for upwards of a mile; the Americans having the right. The disproportion of heights and ages in their men, and their soiled and ragged clothing might be unfavorably contrasted with the neater and more soldierly appearance of the French. Yet, under such circumstances the personal disadvantages of a raw militia should rather be looked upon as an enhancement of the triumph they had gained. The Abbe was struck at seeing, from several indications, how much keener was at that time the animosity between the English and the Americans than between the English and the French.' (p.527).

Why Cornwallis Surrendered

It was the temporary loss of the command of the sea by the British Navy that caused the fall of Yorktown, the final disaster of the American War. (p.527).

The French Fleet Causes England's Defeat

The Americans, under the able Scottish sailor, Paul Jones, began the fine traditions of the United States Navy; but it was the advent of the French fleet on the American side which, for a short time, turned the scale against the British. (p.527).

The British Navy Loses Control of the Sea

For a few weeks the British Navy did not command the sea, and this was the reason why Yorktown could not be relieved and why Cornwallis had to surrender with his brave men to Washington. (p.528).

Evaluation:

Mr. Mowat presents a very unbiased picture of the American Revolution of 1776. He shows that Great Britain made many mistakes and that she precipitated the war. But he states that "the colonies enjoyed a large amount of self-government." He claims that it was the commercial restrictions and taxation without representation which Great Britain imposed on the colonies that brought about the final break between the mother country and her colonies. He quotes Edmund Burke extensively ---quoting such statements as "the decision to impose taxation was unwise and the amount of money to be got in comparison with the loyal colonies to be lost, not worth bothering about." In his opinion the king and his statesmen were at fault. He says, "George believed that he

must carry on the Old Colonial System as he had inherited it; the claim of the colonists to settle their own direct taxes meant a self-governing empire of a completely new kind. 'It would be better,' wrote George to Lord North, 'to give up the empire than to admit one particle of these principles.'"

The loss of the war by Great Britain is excused by such expressions as "Lord George Germaine was able but unconscientious," "unfortunately the naval policy of the time was not good," "the British commanders showed extraordinary slowness in following up the victories which they secured at the beginning of the war." Each of these is an excuse advanced in behalf of Great Britain.

The author pays tribute to the American colonists by saying, "The American army was an untrained militia; but under Washington it gradually acquired discipline, and showed itself skillful in 'regular' operations as well as in ^{the} more irregular style of fighting which suited the trackless nature of much of the country.

But he points out that the real cause of the loss of the war by Great Britain was the aid which the colonists received from the French fleet. He states that "it was the temporary loss of the command of the sea by the British navy that caused the fall of Yorktown,

the final disaster of the American War."

He takes pains to mention with respect the beginning of the United States Navy when he states, "The Americans, under the able Scottish sailor, Paul Jones, began the fine traditions of the United States Navy."

Taken all in all, Mr. Mowat's A New History of Great Britain presents a very unbiased story of the American Revolution of 1776.

Causes of the War Mentioned in the Text:

- (1) Navigation Acts
- (2) Manufacturing restrictions
- (3) Taxation without representation
- (4) Stamp Act
- (5) Boston Massacre
- (6) Burning of the Gaspee
- (7) Boston Tea Party
- (8) Closing of the port of Boston
- (9) Suspension of the charter of Massachusetts

Persons Mentioned by the Author:British

(1) George III	(10) General Clinton
(2) William Pitt	(11) Lord Cornwallis
(3) Bolingbroke	(12) Admiral Howe
(4) Lord Bute	(13) Lord Germaine
(5) George Grenville	(14) John Burgoyne
(6) Edmund Burke	(15) Sir Carleton
(7) Lord Rockingham	(16) Lord Rawdon
(8) Duke of Grafton	(17) Admiral Rodney
(9) Lord North	

Americans and American Allies

(1) George Washington	(5) Paul Jones
(2) General Montgomery	(6) Marquis de Lafayette
(3) Benedict Arnold	(7) Count Rochambeau
(4) General Schuyler	(8) Comte de Grasse

Events Mentioned by the Author:

- (1) Battle of Lexington
- (2) Battle of Bunker Hill
- (3) American Invasion of Canada
- (4) Battle of Brooklyn Heights
- (5) Capture of Philadelphia by the British
- (6) Battle of Trenton
- (7) Battle of Saratoga
- (8) Capture of Charleston, S.C.
- (9) Battle of Camden
- (10) Battle of Guildford Court House
- (11) Surrender at Yorktown

The Most Important Event of the War in the Opinion of the Author:

- (1) Battle of Saratoga

Results of the War Listed by the Author:

- (1) Full and complete independence for the United States.
- (2) A new type of empire was developed, the modern self-governing British Empire.
- (3) Great Britain ceded some small islands to France.
- (4) Spain secured Florida.

R.B. Mowat's A New History of Great Britain devotes about 7590 words to a discussion of the American Revolution of 1776. This covers about 2.4% of the entire book.

There are five illustrations, one map and no graphs in that part given to the American Revolution. The print is small and the map and pictures are in black and white and no attempt to appeal to the student's interest through book arrangement has been made.

III- British History --- by Ramsay Muir

G. Philip and Son, London, 1930.

The following passages are quoted from Mr. Muir's

British History:

New Problems

The thirteen colonies were growing up, and the old colonial system, under which they had lived since 1660, was manifestly working badly. (p.398).

Political Troubles in England

Parliament and the politicians could not give their minds to the greater questions of imperial policy, because they were engrossed by the struggle between the king and the Whigs. (p.398)

Characterization of Grenville

Grenville was an industrious and thoughtful politician who had a great deal of knowledge about American affairs, and he did his best to deal fairly with the very difficult questions which the war [Seven Years' War] had raised. (p.400).

Grenville Tries to Regulate American Trade

He [Grenville] had found that the dues on colonial trade (which the colonists recognized as valid) were in fact evaded on a wholesale scale, so that they yielded scarcely any revenue. His general idea was to reduce them and make them reasonable, but at the same time to see that they were collected. (p.401).

Who Should Pay for the British Army in America?

And as the colonists refused to maintain any forces of their own, a small British army had to be maintained for their protection. It seemed fair that they should contribute towards the cost of this. (p.401).

Reception of the Stamp Act

The passage of the Stamp Act produced an immediate upheaval in the colonies. It was proclaimed to be a denial of the principle of 'no taxation without representation.'... In England, Pitt supported the view of the colonists, asserting that they would be slaves if they paid taxes about which they had not been consulted. (p.402).

Repeal of the Stamp Act

The Rockingham ministry, which lasted only a year, was a feeble and ineffectual government.... It achieved only one measure of importance. It repealed the Stamp Act (1766), and the clamour died down. But it accompanied the repeal with a Declaratory Act asserting the right of taxation. To assert a right without endeavoring to enforce it was mere folly, especially as it was the claim of a right to tax, rather than the actual burden, which the colonists resented. (p.402-3).

The Townshend Act

The Act [Townshend Act] stated that the purpose of the duties was to raise revenues; and it was precisely the claim of a right to raise revenue to which the colonists objected. (p.404).

The Duty on Tea is Retained

It was evident that the taxes could not be enforced. In March 1770, the Government decided to withdraw them; but in order to maintain the principle, the duty on tea was preserved, though only by a majority of one--- so deeply divided was the cabinet. (p.405).

Attitude of England toward George III's Policy

In reality the policy of George III' was not unpopular. The bulk of opinion, both in Parliament and in the country, supported his American policy, and thought that the colonists were unreasonable. (p.406).

Englishmen Think The Colonists Unreasonable

The Massachusetts Assembly became practically a rebel government. General Gage began to fortify Boston against possible attack by the 'rebels!... Most Englishmen thought it unreasonable that the colonists should expect to enjoy all the advantages of naval and military protection at the expense of the mother country, while refusing to contribute to the cost. Most of the colonists were convinced that the essentials of self-government were being challenged. (pp.407-8).

Conciliation Impossible

Chatham, in conjunction with Benjamin Franklin (who was living in England as an agent for some of the colonies) tried to devise a scheme of conciliation (1774) but tempers were too high to give it a chance. (p.408).

Who Is To Blame for the American Revolution?

The blame for this disaster, [the American Revolution], which was to lead, after a war of seven years, to the severance of the thirteen American colonies from the British crown, has commonly been laid upon George III, Lord North, and Grenville. This is not a just judgment. Doubtless they showed too little tact and understanding of the situation. But their claim that the colonists ought to make some contribution to the cost of their own defence was in itself fair, and the colonists were at least blind to the justice of this claim as the king was to their objections. (p.408).

The Trade System Causes Trouble

Although an honest attempt was made to balance the restrictions on colonial trade by monopoly rights for colonial goods in the English markets, and by bounties from the British Treasury on colonial production,

and although the balance of advantage and disadvantage was about equal on both sides, it was neither wise nor safe to base imperial unity upon trade-bonds. Moreover, the system was not made by agreement, but solely by the authority of the British Parliament....Although the colonists never formally attacked the trade-system, they only tolerated it as long as it was not enforced. It was, in fact, one of the main causes of the difficulty. (p.409).

System of Government in the Colonies

The system of government, whereby the Governor in each colony was appointed by the Crown but had to work with elected legislatures, was bound to work badly.(p.409)

The Problem of Defence

It was reasonable that the home country, already loaded with debt, which had largely been incurred on behalf of the colonies, should expect some contribution towards the cost of defence which this system threw upon it; but the attempt to obtain this contribution was the immediate cause of the breach. (p.409-410).

The Western Territories

The problems presented by the new territories east of the Mississippi which had recently been conquered from France were another cause of friction. The colonies regarded these lands as their property, and wanted a free hand in dealing with them; the home government regarded them as British conquests, and was resolved to administer them with a regard for the rights of their Indian inhabitants with which few of the colonies had any sympathy. (p.410).

A Difficult Problem

The truth is that the colonies had grown up, and the system which had served for their

childhood was no longer suitable. They enjoyed a higher degree of freedom than any other colonies in the world, or than any other peoples in the world; and the freer a people is, the more it resents any restriction on its freedom. Even in the sphere of trade, the restrictions imposed upon the British colonies were as nothing in comparison with the rigid control exercised by France, Spain, and Holland over their colonies. It is merely absurd to say that the home government, corrupt and short-sighted as it was, was in any sense tyrannical. The problem which George III and Grenville and North had to face was a problem far too difficult for them--a problem which even Burke and Chatham never fully appreciated, and which no colonial statesman understood--a problem which was new to the world. It was nothing less than the problem of enabling a number of free communities to live together in unity without impairing the freedom of any of them. It was not the imposition of a three penny duty on tea that separated America from Great Britain, but the impossibility, in that generation, with its traditions and background, of reconciling unity with liberty. (p.410).

George Washington--A Great Man

One thing alone maintained the colonial cause during the first years---the steadfastness of George Washington, their leader. He was the only great man produced by the war on either side. (p.411).

Champions of the Americans

These two despotic powers, [France and Spain,] which had never granted any semblance of self-government to their own colonies, now came forward as the champions of the Americans against the Mother-Country which had conferred upon them the highest degree of liberty enjoyed by any peoples in the world. (p.415).

Death of Chatham

He [Chatham] had to be carried out of the

House after his speech, and died a few weeks later. Thus, in the crisis of her fate, Britain lost the one man who might even yet have redeemed the situation.

The conduct of the war remained in the hands of the king and his now discredited ministers. They showed, as we shall see, no sort of competence in the conduct of the war. (p.415).

Failure of the British Fleet at Yorktown

Off the mouth of Chesapeake Bay, he [de Grasse] met an inferior British squadron, which ought to have fought him to the death, but instead drew off. (p.419).

Why the English Failed at Yorktown

This sudden and disastrous reversal of fortune [the surrender at Yorktown] --which was ultimately due to Sandwich's mishandling of the navy--put an end to the possibility of victory in America. (p.419).

The Constitution of the United States

Because it was based upon a sort of treaty between thirteen independent States, the new constitution [of the United States] was the most rigid, and the most difficult to alter, that has ever controlled the affairs of a great State. But it was framed with such wisdom that it has stood the strain of nearly a century and a half, and has fitted the needs of a community that has grown to be the biggest and richest of the world's societies. (p.421).

Evaluation:

Mr. Muir feels that the American Revolution of 1776 was caused by keen misunderstanding on the part of the thirteen colonies as well as on the part of Great

Britain. He lays the blame on each one. For instance, he states that "doubtless they [George III, Lord North, and Grenville] showed too little tact and understanding of the situation. But their claim that the colonists ought to make some contribution to the cost of their own defence was in itself fair and the colonists were at least blind to the justice of this claim as the king was to their objections." Again he says that "the colonies regarded these lands [those east of the Mississippi River] as their property, and wanted a free hand in dealing with them; the home government regarded them as British conquests, and was resolved to administer them with a regard for the rights of their Indian inhabitants." And again he states that "although an honest attempt was made to balance the restrictions on colonial trade by monopoly rights for colonial goods in the English markets, and by bounties from the British Treasury on colonial production, and although the balance of advantage and disadvantage was about equal on both sides, it was neither wise nor safe to base imperial unity upon trade-bonds."

Mr. Muir is willing to acknowledge that England lacked great men who were needed to handle this new situation. Grenville, he claims was "an industrious and thoughtful politician who had a great deal of

knowledge about American affairs, and he did his best to deal fairly with the very difficult situation which the war Seven Years' War had raised. However Chatham "had to be carried out of the House after his speech, and died a few weeks later. Thus, in the crisis of her fate, Britain lost the one man who might even yet have redeemed the situation." He believes that the only truly great man of this time was George Washington.

However, he states frequently that the American colonies "enjoyed a higher degree of freedom than any other colonies in the world," and that this very freedom led them to revolt against the mother-country. He states: "The freer a people is, the more it resents any restriction on its freedom."

English cabinet opinion about the attitude of the colonists in 1776 was about evenly divided. Mr. Muir says that the duty on tea was retained by a majority of one. However, the bulk of the population did feel that the colonists were "unreasonable."

The real trouble was that neither English nor colonial statesmen understood the problem before them. Mr. Muir says: "The problem which George III and Grenville and North had to face was a problem far too difficult for them --- a problem which even Burke and Chatham never fully appreciated, and which no colonial statesman

understood --- a problem which was new to the world. It was nothing less than the problem of enabling a number of free communities to live together in unity without impairing the freedom of any of them."

The loss of the war is excused by the lack of great generals, and the mismanagement of the navy, and the assistance given the American colonists by the French fleet.

In closing his section devoted to the American Revolution of 1776, Mr. Muir pays tribute to the Constitution of the United States. "It was framed with such wisdom," he says, "that it has stood the strain of nearly a century and a half, and has fitted the needs of a community that has grown to be the biggest and richest of the world's societies."

Causes of the War as Listed by Mr. Muir:

- (1) Proclamation of 1763
- (2) Molasses Act
- (3) Smuggling
- (4) Stamp Act
- (5) Taxation Without Representation
- (6) Declaratory Act
- (7) Boston Massacre
- (8) Quebec Act
- (9) Boston Tea Party
- (10) Lord North's Penal Laws
- (11) Suspension of the charter of Massachusetts
- (12) Governmental System
- (13) Removal of the French Menace

Persons Mentioned by the Author:

British

(1) George III	(12) Shelburne
(2) Marquis of Bute	(13) Charles Townshend
(3) William Pitt	(14) Lord North
(4) Bolingbroke	(15) Lord Sandwich
(5) Duke of Newcastle	(16) Admiral Rodney
(6) John Wilkes	(17) General Cornwallis
(7) George Grenville	(18) Sir Henry Clinton
(8) Duke of Bedford	(19) General Gage
(9) Lord Rockingham	(20) Charles Fox
(10) Edmund Burke	(21) Lord Howe
(11) Duke of Grafton	(22) John Burgoyne

Americans and American Allies

- (1) Benjamin Franklin
- (2) George Washington
- (3) Horatio Gates
- (4) Benedict Arnold
- (5) Admiral de Grasse

Events Mentioned by the Author:

- (1) Battle of Lexington
- (2) Battle of Bunker's Hill
- (3) Evacuation of Boston by the British
- (4) Invasion of Canada
- (5) Capture of Charleston, S.C.
- (6) Battle of Brooklyn Heights
- (7) Occupation of New York by the British
- (8) Battle of Trenton
- (9) Battle of Brandywine
- (10) Occupation of Philadelphia by the British
- (11) Battle of Germantown
- (12) Battle of Saratoga
- (13) Evacuation of Philadelphia by the British
- (14) Capture of Savannah, Ga.
- (15) Battle of Camden
- (16) Battle of Guildford Court House
- (17) Surrender at Yorktown

The Most Important Event of the War in the Opinion of the Author:

- (1) Battle of Saratoga

Results of the War Mentioned by the Author:

- (1) Britain recognized the independence of the thirteen American colonies .
- (2) Britain ceded to the American colonies all the territory east of the Mississippi River, except Florida .
- (3) The American Revolution made the French Revolution inevitable .
- (4) A powerful free republic, the United States, was created in the New World .
- (5) Florida was ceded to Spain.
- (6) France redeived some small.islands.

Ramsay Muir in his British History gives about 11,520 words to the discussion of the American Revolution of 1776. This takes about 3.2% of the space of the entire book. Two black and white maps, no illustrations, and no graphs are in the portion of the book given over to the American Revolution of 1776. The print is rather small and no effort has been made to arouse interest in pupils by the appeal of the book.

IV- A Concise History of Britain --- by Robert M. Rayner

Longmans, Green and Co.

London, 1937.

In regard to the American Revolution of 1776, Mr.

Rayner states:

Extent of Colonial Government

It was taken for granted that laws passed by the Parliament at Westminster were current in the colonies, but in actual practice the colonists had complete self-government in all respects save one--the regulation of commerce. Certain colonial exports and imports had to pass through the Mother Country, and could only be carried in British or colonial ships.

They were the freest communities in the world--certainly no other Power allowed overseas possessions anything like such a degree of independence. But they had inherited British ideas of liberty; and those ideas, transplanted into a new country, had developed much farther than in England.... But the better off a people are, the better off they want to be. (p.413).

Causes of the Trouble

There were two main causes of the disagreement. Firstly, the colonists resented having officials sent out, especially as these were usually connected with the 'ruling class' in Britain, and therefore men of very different upbringing and outlook from their own. The colonial Assemblies sometimes refused to vote the salaries of these officials, and the result was a good deal of unseemly bickering. Secondly, the colonials did not dispute the right of the Home Government to regulate their trade--they simply ignored it, by carrying on wholesale smuggling. (p.413)

The Colonists Engage in Illegal Trade

The colonists had persisted in their illegal trading with the French ^{in 1756} during the war [the Seven Years' War].... Moreover, the war had doubled the National Debt, but the colonies had contributed little or nothing towards its cost, despite the fact it had been fought largely to save them from French aggression? (p.414).

Characterization of Grenville

As ill luck would have it, the task of dealing with the problem fell to Grenville, a man whose training as a lawyer made him clear-headed and logical rather than tactful and sympathetic towards other people's point of view. (p.414).

Why the Colonists Oppose the Stamp Act

The spokesman for the colonists did not claim that a Stamp Act was an unfair method of collecting revenue, or that it bore heavily on them.... It was the principle of the thing to which they objected. 'No Taxation without Representation' had been one of the watchwords in the nation's struggle for constitutional liberty. (p.415).

Characterization of Townshend

Then Charles Townshend, the clever but reckless young Chancellor of the Exchequer...stirred up the hornets' nest again. (p. 415).

George III Responsible for the Retention of the Tea Tax

This exception [to repeal all duties but the tea tax] was made at the express desire of King George, who felt that it would maintain the general principle that his Government had the right to impose such duties. Of course, it was just this principle that the colonists were resisting. (p.416).

England's Attitude Toward the Boston Tea Party

This act of violence [Boston Tea Party] made the Home Government feel that it must do something drastic to restore respect for the law. (p.417).

Mr. Rayner's Comment on the Intolerable Acts

These penalties [Intolerable Acts] were needlessly severe, and they gave the Boston agitators better grounds than they ever had before for declaring that King George aimed at destroying their liberty. (p. 418).

Attitude in England Toward the Colonists

The Whigs supported the Americans in Parliament, for they found the dispute an excellent excuse for attacking Lord North's Government. Burke brushed aside the question whether the Home Government had a constitutional right to tax the colonies; he simply asked the practical question, 'What good will you do trying to rule the colonies against their will? This will end in your losing them altogether, for they cannot be held by any other bond than that of affection and common interest.' Lord Chatham, on the other hand, maintained that the king had been in the wrong from the first, inasmuch as Parliament had no right to tax communities not represented in it. (p.417-18).

Tribute to George Washington

Whereas the British had no leader of outstanding ability...the Americans had the good fortune to find one of the greatest Heroes of the Nations. George Washington, who was appointed to command the 'Continental Army', was a Virginia gentleman who had held the King's commission during the Seven Years' War. His military training had been very limited, and he was never a brilliant strategist; but the salient trait of his character was just what was required for the situation in which he was placed--a steadfast spirit which upheld him in every sort of discouragement: repeated defeats in the field, treachery among his officers, wholesale desertions by his men, a congress that so stinted him of supplies that his forces were often in rags, starving and half-armed. (p.419)

Comment on France's and Spain's Inconsistency

It seemed somewhat absurd for these two despotic Governments, [France and Spain,] which had never allowed their overseas possessions the least semblance of independence, to come forward as protectors of the British colonies which enjoyed a greater degree of self-government than any other community in the world. (p.422).

England Learns the Value of Sea-power

The cause of this sudden change [from seeming victory to crushing defeat] was an instructive example of the importance of sea-power. (p.423).

Evaluation:

Mr. Rayner states that there were two main causes of the disagreement between the colonists and the Home Government. "Firstly, the colonists resented having officials sent out" (from England to govern them), and secondly, the colonists "did not dispute the right of the Home Government to regulate their trade--they simply ignored it, by carrying on wholesale smuggling." Both of these reasons lay the blame for the War on the colonists but somehow one feels that these reasons are superficial and that Mr. Rayner has not got at the root of the matter.

Mr. Rayner attributes the dissatisfaction of the colonists to their "British ideas of liberty" which "had developed much farther than in England." He states that "in actual practice the colonists had complete self-government in all respects save one-- the regulation of commerce" and that "they were the freest communities in the world." In spite of all this, they seem to lack love for the Mother Country. During the Seven Years' War the colonists "persisted in their illegal trading with the French" and went so far as to "sell to the enemy goods

that were urgently required for the British forces in America." "Law-breaking and tax-dodging could not be allowed to go on forever." So English ministers undertook to deal with America.

"As ill luck would have it, the task of dealing with the problem fell to Grenville, a man whose training as a lawyer made him clear-headed and logical rather than tactful and sympathetic towards other people's point of view," and "Charles Townshend, the clever but reckless young Chancellor of the Exchequer...stirred up the hornets' nest again," and "This exception [repeal of all duties but the tax on tea] was made at the express desire of King George " are three statements which show that Mr. Rayner realizes that England was handicapped by having no one wise enough to deal with a difficult situation.

At first one feels that Mr. Rayner is willing to lay the entire blame for the American Revolution of 1776 on the colonists but as one reads on he finds Mr. Rayner saying, "The spokesman for the colonists did not claim that a Stamp Act was an unfair method of collecting revenue, or that it bore heavily on them...It was the principle of the thing to which they objected. 'No Taxation without Representation ' had been one of the watchwords in the nation's struggle for constitutional liberty." Again he states that the Intolerable

Acts were "needlessly severe" and "gave the Boston agitators better grounds than they had ever had before for declaring that King George aimed at destroying their liberty." On the whole, then, it seems that Mr. Rayner acknowledges that both combatants were to blame for the trouble but the first impression that one gathers from his book is that only the colonists were at fault. More careful analysis seems to disprove this.

As for what made England lose the war, Mr. Rayner feels that "the advantages were not all on one side." Although the English army was in better shape than the Continental army, there remained the geographical features and the great leader, George Washington, to be reckoned with. He pays a glowing tribute to the colonial leader, calling him "one of the greatest Heroes of the Nations."

The war itself is carefully related as a series of facts. Probably the only statements which disclose the writer's feelings are "Chatham was now too old and ill for such a task [leading the country to victory]", and "the incompetent lordling to whom George III had entrusted the Admiralty neglected Pitt's policy of keeping the enemy's fleets blockaded in their harbours." Both of these statements imply a lack of men capable of dealing with the task before them.

On the whole, Mr. Rayner endeavors to give a non-partisan view of the entire subject, although it is unfortunate that at first his book appears to place all the responsibility for the war upon the colonists.

Causes of the War Mentioned by Mr. Rayner:

- (1) Navigation Acts
- (2) Mercantile System
- (3) Old Colonial System
- (4) Smuggling
- (5) Stamp Act
- (6) Taxation without Representation
- (7) Townshend Acts
- (8) Closing of the port of Boston
- (9) Suspension of the Massachusetts' Charter
- (10) Colonial Government
- (11) Boston Massacre
- (12) Boston Tea Party

Persons Mentioned by Mr. Rayner:

British

(1) George III	(8) General Gage
(2) George Grenville	(9) General Howe
(3) William Pitt	(10) General Burgoyne
(4) Lord Rockingham	(11) George Rodney
(5) Charles Townshend	(12) General Cornwallis
(6) Lord North	(13) Colonel Tarleton
(7) Edmund Burke	(14) General Clinton

Americans and American Allies

- (1) George Washington
- (2) Benedict Arnold
- (3) Samuel Adams
- (4) General Rochambeau
- (5) Admiral de Grasse

Events Mentioned by Mr. Rayner:

- (1) Battle of Lexington
- (2) Battle of Bunker Hill
- (3) Occupation of New York by the British
- (4) Battle of Brandywine
- (5) Occupation of Philadelphia by the British
- (6) Battle of Saratoga
- (7) Capture of Charleston, S.C.
- (8) Capture of Savannah, Ga.
- (9) Surrender at Yorktown

The Most Important Event of the War in the Opinion of the

Author:

- (1) Battle of Saratoga

Results Mentioned by the Author:

- (1) England recognized the independence of the thirteen American colonies .

Mr. Rayner gives about 4320 words to a discussion of the American Revolution of 1776 and this is about 2% of his entire book. The book contains no illustrations nor graphs and its one map in the American Revolution section is in black and white. The print is easy to read but the book does not invite the interest of students since it is without pictures, colored maps or any other attractive features.

V- A Concise History of Great Britain ---by

D.C. Somervell

G. Bell and Sons,

London, 1936.

Concerning the American Revolution of 1776, Mr.

Somervell states:

The Mercantile System

England's interest in these colonies [American] had been entirely commercial, and from the time of Cromwell onwards parliament had been building up an elaborate system of trade restrictions, sometimes called the Mercantile System. The leading idea of this system (which all European governments applied, with variations, to their colonies) was that an Empire ought to be, as far as possible, a self-sufficing commercial unit; that the purpose of colonies was to supply to the mother country, and not to the mother country's rivals, products which the mother country was otherwise compelled to buy from foreigners; and that the colonies should take in exchange from the mother country, and not from the mother country's rivals, the goods which the mother country produced. (p.369).

Effect on Colonial Trade of Trade Restrictions

It was true that if colonial trade was hampered by many of the regulations, it was encouraged by others which excluded foreign goods from England in the interest of the colonial producer. (p.369)/

Mercantile System Hinders New England Colonies

In fact the system, applicable enough to tropical colonies whose products are necessarily quite different from those of the mother country, did not fit colonies whose climate and character were not very different from that of England. A colony was to supply what

England lacked and to buy in return what England could supply. But New England...was becoming much too like Old England. She wanted to manufacture her own hats and horseshoes, and found the Mercantile System barring her way. (pp.369-70)

Colonial Loyalty a Sentiment Only

There was in the colonies a strong sentiment of loyalty...but this loyalty was a sentiment only, and certainly did not include a docile respect for Acts of Parliament. These colonies were...small, self-contained settlements, easily irritated by any interference with their own affairs, and little interested in the larger affairs of the empire. Moreover, they had been taught that England undertook their defence in return for the benefits derived from their trade....It was by tradition England's business to fight and the colonists' business to trade, and the arts of smuggling served them very well in carrying on, at the height of the war, a lucrative trade with 'their good friends the enemy.' (p.370).

Grenville's Plan

George Grenville...was conscientiously economical. He determined to enforce the commercial laws more strictly than before, to establish permanently a portion of the British army in America, and to raise in America at least a part of the money necessary for its support. The colonists regarded the force as in part designed for the maintenance of British authority over themselves and the suppression of smuggling...If the presence of the force was unpopular, the cost of it was worse, yet Great Britain, having conferred the boon of the conquest of Canada, mainly from her own pocket, could hardly have asked her own taxpayers to pay the whole cost of a permanent force in America. (pp.370-71).

Attitude of George III

George III, through Lord North, was now in control of parliament and policy, and he was

not going to be frightened into abandoning his rights. (p.372).

Boston Massacre

In 1770, the British troops, after severe provocation, fired on the Boston mob, and five Bostonians were 'massacred.' (p.372).

The First Continental Congress

A soldier, Gage, was appointed Governor of the colony [Massachusetts]. But to this in turn, the Americans had their reply, and it was a remarkable one. Twelve of the thirteen colonies sent delegates to what came to be known as the Continental Congress of Philadelphia. (p.372).

Ties Between England and the Colonies Weaken

Never, it has been said, was a great empire sundered upon such a trivial pretext. The fact is, the ties which bound together the colonists and the mother country were already weak to the point of rottenness, so that a very slight strain sufficed to snap them. (p.372),

Attitude of Colonists

On the colonial side the revolution was the work of an energetic but small minority. The bulk of the population was indifferent. (p.372).

Pitt's Attitude

Pitt was a strong imperialist, and upheld the Mercantile System, but he agreed with the Americans in condemning the Stamp Act. 'I rejoice that America has resisted,' he said. Pitt failed to see that the Mercantile System was as much the cause of that resistance as was the Stamp Act, though it was much less talked about. (p.373).

Burke's Attitude

Burke...sharply distinguished between what was legal and what was expedient. The Stamp Act, he held, was perfectly legal, and much that was said in America perfectly foolish; but was such a policy worth its cost? 'The question,' he said, 'is not whether you have a right to make these people miserable, but whether it is not your interest to make them happy.' But Burke's policy was merely negative. (pp.373-374).

Tribute to George Washington

Just before their victory at Bunker's Hill, the Americans took a step the importance of which they can hardly have realized. They appointed George Washington commander-in-chief of their army....Thus the rebels entrusted themselves to the leadership of one of the greatest men in history, and for the next six years of fighting (and sixteen subsequent years of troubled politics) he carried them and their cause upon his back. (p.374).

Signing of the Declaration of Independence

Many signed the Declaration [of Independence] with reluctance, provoked to take the irrevocable step by the bad old English habit, so hateful to Pitt, of employing German mercenaries to fight English battles. If the English employed Germans, the Americans would seek the help of France, and the Declaration was a definite bid for a French alliance. (p.375).

Attitude of Howe

Howe was an indifferent soldier, and, like some of the parliamentary commanders against Charles I, he was so anxious to secure a friendly compromise and reunion that he did not exert what little military talent he possessed. (pp.375-6).

End of the American Revolution

In 1781, owing to the mismanagement of British sea power, Cornwallis was caught on the peninsula of Yorktown, in Virginia, between the American army and the French fleet. His surrender marked the end of the American war, not because further British effort was impossible, but because George III could find no more parliamentary support. (p.376).

Evaluation:

Mr. Somervell gives an unbiased presentation of the American Revolution of 1776. He takes great pains to give both sides of the argument which existed between the American colonies and the mother country. He says that "all European governments applied" the Mercantile System to their colonies and implies that in this the English colonies in America were no worse off than other colonies. However, he shows that the Mercantile System hampered the development of the New England colonies since "New England was becoming much too like Old England." The colonists had "a strong sentiment of loyalty" but this "did not include a docile respect for Acts of Parliament." The colonists "had been taught that England undertook their defence in return for the benefits derived from their trade...It was by tradition England's business to fight and the colonists' business to trade." "Britain, having conferred the boon of the conquest of Canada, mainly from her own pocket, could hardly

have asked her own taxpayers to pay the whole cost of a permanent force in America! Each of these is a fair statement of the facts existing in the case.

Mr. Somervell states that the break between the American colonies and the mother country was based on a "trivial pretext." But the real truth was that the "ties which bound the colonists and the mother country were already weak to the point of rottenness, so that a very slight strain sufficed to snap them." This statement reveals, probably, the fundamental cause of the trouble between England and the American colonies.

Neither the colonists nor the English were entirely united in their attitudes toward the war. "On the colonial side the revolution was the work of an energetic but small minority...The bulk of the population was indifferent" while in England Pitt and Burke sided with the colonists, and others, like George III, were "not going to be frightened into abandoning" their "rights." When the English hired German troops, many signed the Declaration of Independence "provoked" by the "bad old English habit."

The author pays tribute to Washington calling

him "one of the greatest men in history."

The author also states, more as a fact than as an excuse, that Howe "did not exert what little military talent he possessed." The end of the war came, "not because further British effort was impossible, but because George III could find no more parliamentary support."

It seems that Mr. Somervell's A Concise History of Great Britain, more than any of the ten books reviewed, presents the American Revolution of 1776 on broad fundamental lines. He views it objectively as an historic event and as an excellent student of history should. He endeavors to delve behind surface causes and results for those that are more fundamental. Nothing can be found in his account of the American Revolution of 1776 which could label him an Englishman or an American and that is as it should be. His history is an excellent work.

Causes of the War as listed by the Author:

- (1) Governmental System
- (2) Mercantile System
- (3) Smuggling
- (4) Manufacturing Act
- (5) Establishment of a Standing Army in America
- (6) Navigation Acts
- (7) Removal of the French Menace
- (8) Stamp Act
- (9) Taxation without Representation
- (10) Boston Massacre
- (11) Boston Tea Party
- (12) Closing of the port of Boston
- (13) Suspension of the Massachusetts Assembly
- (14) Lord North's Penal Laws

Persons Mentioned by the Author:

British

(1) George III	(8) Adam Smith
(2) William Pitt	(9) Edmund Burke
(3) George Grenville	(10) Sir William Howe
(4) Charles Townshend	(11) John Burgoyne
(5) Lord North	(12) General Cornwallis
(6) General Gage	(13) Admiral Rodney
(7) Dean Tucker	(14) Governor Elliott

American

- (1) Samuel Adams
- (2) George Washington
- (3) Thomas Jefferson

Events of the war Mentioned by the Author:

- (1) Battle of Lexington
- (2) Battle of Bunker Hill
- (3) Evacuation of Boston by the British
- (4) Occupation of New York by the British
- (5) Battle of Saratoga
- (6) Battle of Brandywine
- (7) Occupation of Philadelphia by the British
- (8) Surrender at Yorktown

The Most Important Event of the War in the Opinion of the Author:

- (1) Battle of Saratoga

Results of the War Listed by the Author:

- (1) Minorca and Florida are ceded to Florida.
- (2) France receives some small islands.
- (3) The independence of the American colonies is acknowledged .
- (4) The colonies receive the territory between the Mississippi River and the Alleghanies.

Mr. Somervell's book, A Concise History of Great Britain is in two volumes. Each volume is small, light, easy to handle and has very good print. The book has no

pictures and only a few black and white maps. There is nothing about it to entice the student to look into it. Mr. Somervell devotes approximately 3610 words to the American Revolution of 1776 and this subject takes up about 1.4% of his entire book.

AMERICAN HISTORIES

VI- Our Nation's Development -- by

Eugene C. Barker, William E. Dodd and Henry Steele Commager
Row, Peterson and Co., Evanston, Illinois, 1934.

The authors state in regard to the American Revolution of 1776:

Colonial Resentment at Effort to Tax Them

The colonists, too, expended large sums and incurred heavy debts [in the French and Indian War.] This fact caused them to resent all the more, the efforts of the imperial government to tax them after the war. Aside from the principle involved, they felt that they had already paid their fair share of the war expenses. (p.67).

England Wishes the Colonists To Help Pay War Debts

The War [French and Indian War] greatly increased the British national debt. The ministers believed, and rightly enough, that the results of the war were beneficial to the colonies. For the benefits which they had received and for the continued protection which they would enjoy from the maintenance of garrisons in the conquered territory, the ministry thought they should be willing to pay. It was this conviction which suggested the policy of taxing the colonies, a policy which brought on the Revolution. (p.68).

Causes of the Revolution

The Revolution grew out of two fundamental causes: (1) The development in England and the colonies of divergent political ideas and practices; (2) The conflict of economic interests. It is not always possible to distinguish between political and economic causes.

Did the colonists object to the Stamp Act because they did not wish to pay the tax, an economic motive, or because of the political conviction that Parliament could not legally tax them without their consent? The best that we can do is to say that a combination of the two causes led to the Revolution. (p.73).

Divergence of Political Ideas

The chief difference between American and English political ideas centered in the theory and practice of legislative representation. A member of a colonial legislature...represented a local district. He must live in the district that he represented, and none but residents of that district could vote for him. A voter could vote only in the district where he lived. There was thus a fairly close relation between the interests of the representative and the interests of the voters....

In England the political practice was different....A member of the House of Commons need not live in the district that he represented. Nor need the voters who elected him live there. He regarded himself as the representative of all the people of the British Empire. How, then, he asked, could the colonists deny that they were represented by the House of Commons? The colonists did deny it, and gave reasons for their denial, but to the Englishman their arguments seemed mere quibbling. (p.73).

Divergence of Economic Interests

Sooner or later they [the colonists] were bound to resent the navigation laws and demand the right to buy their imports and sell their exports to their own best advantage. (p.74).

England Thinks Colonists Should Help Pay War Debts

At the close of the French and Indian War, England's public debt was greatly increased and its American territory enlarged. The Americans had already borne a large share of the expense of the war in paying their own soldiers. Nevertheless, the government determined to raise in the colonies part of the money needed

to maintain garrisons in the newly acquired territory. (p.74).

Sugar Act Threatens New England's Commerce

This law [Sugar and Molasses Act] threatened to destroy one of the most profitable branches of New England Commerce. (p.75).

The Stamp Act Arouses Universal Opposition

The Sugar Act had affected chiefly the commercial elements of the community. The Stamp Act struck at all classes... It aroused universal opposition. (p.75).

Statement of the Stamp Act Congress

The Stamp Act Congress drew up a strong statement, declaring that it was the right of the colonists solely to tax themselves.... 'The people of these colonies,' said the Declaration of Rights, 'are not, and from their local circumstances, cannot be represented in the House of Commons in Great Britain;...and no taxes...can be constitutionally imposed on them but by their respective legislatures'. (p.76).

How Englishmen Felt About the Stamp Act

Englishmen were by no means persuaded that the tax [Stamp Act] was unconstitutional, but they were now convinced that it was inexpedient. (p.77).

Retention of the Tea Tax

This tax [the threepenny tax on tea] was retained as an assertion of the right of Parliament to legislate for the colonies 'in every way whatsoever.' (p.78).

No Peaceful Solution Possible

It is evident to us now that no peaceful solution of the difficulty was possible. Neither the government nor the colonists were in the humor to compromise. (p.81).

Defeat of Pitt's Motion

In the House of Lords, William Pitt, now Lord Chatham, moved the recall of the troops from Boston, but his motion was defeated by a vote of nearly three to one. Then he moved the repeal, on certain conditions, of all the laws that were objectionable to the colonists, but this was rejected two to one. (p.82).

Attitude of the Members of Congress

Members of Congress did not believe that a reconciliation with England was impossible. They were not yet ready to make a declaration of independence. On the contrary, they drew up a statement saying that they had taken up arms in defence of their freedom and their property, and again petitioned the King to recognize their rights and stop the abuses of which they complained.

Neither the King nor Parliament, however, was willing to make any promises while the colonists were in arms. (pp.83-84).

Why the Indictment of George III Appears in the

Declaration of Independence

The short, crisp indictment of the King in the second section[of the Declaration of Independence]was a terse review of the causes of the quarrel with the mother country since 1761. Jefferson wrote it to prove that 'The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States.' (p.87)

Colonists Refuse Lord North's Peace Offer

Lord North, the English prime minister, offered to make peace in 1778 by granting the Americans everything they had demanded including the exclusive right to vote their own taxes. Some years earlier they would

have accepted such terms gladly. Now they were fighting for independence, and France had just signed the treaty of alliance, so the war went on. (p.95).

Evaluation:

For the most part, the authors state facts and leave the reader to form his own opinion regarding the facts. They state that the cause of the war was due chiefly to different economic and political views held by the colonists and by the English. For instance, the ideas, held by the colonists and Great Britain, in regard to the debts incurred in the French and Indian War, differed greatly. The colonists felt they had done their share by paying and supporting the colonial troops; the English government felt that the colonists should ^{help} pay for the expenses the mother-country had incurred in the war since the colonists benefited from the results of the war.

The authors state exactly the difference of opinion which existed in regard to representation and show why there was so much misunderstanding about it. They point out that this difference of opinion, coupled with laws passed by England--laws which would ruin business in the colonies, must have of necessity brought a break between England and her American colonies. They state that "it is evident to us now that no peaceful solution of the difficulty was possible."

The writers discuss rather fully the various meetings , such as the Stamp Act Congress, the First and Second Continental Congresses, and the document which the Second Continental Congress produced-- the Declaration of Independence. In these discussions, they simply lay the facts before the reader without seeming to try to influence his opinions.

All in all, these authors seem to endeavor to be fair to both sides. They make such statements as "The ministers believed, and rightly enough, that the results of the war were beneficial to the colonies. For the benefits which they had received and for the continued protection which they would enjoy from the maintenance of garrisons in the conquered territory, the ministry thought they should be willing to pay." Then, they balance it with such statements as "Moreover, it was inevitable that the Americans should sooner or later question the Englishman's belief that the colonies must be governed for the benefit of England."

Causes of the War Mentioned by the Authors:

- (1) Removal of the French Menace
- (2) Sugar and Molasses Act
- (3) Stamp Act
- (4) Taxation without Representation
- (5) Declaratory Act
- (6) Townshend Acts
- (7) Townshend's Penal Laws
- (8) Boston Massacre
- (9) Burning of the Gaspee
- (10) Boston Tea Party
- (11) Closing of the port of Boston
- (12) Massachusetts Government Act
- (13) Administration of Justice Act
- (14) Writs of Assistance

Persons Mentioned by the Authors:British

(1) George III	(6) William Howe
(2) Charles Townshend	(7) John Burgoyne
(3) General Gage	(8) General Cornwallis
(4) William Pitt	(9) Lord Shelburne
(5) Lord North	(10) Richard Oswald

Americans and American Allies

(1) James Otis	(16) Charles Lee
(2) Patrick Henry	(17) George Rogers Clark
(3) Christopher Gadsden	(18) Francis Marion
(4) Samuel Adams	(19) Thomas Sumter
(5) Thomas Jefferson	(20) Andrew Pickens
(6) Richard Henry Lee	(21) John Paul Jones
(7) Paul Revere	(22) Count Rochambeau
(8) George Washington	(23) Marquis de Lafayette
(9) Benjamin Franklin	(24) Baron von Steuben
(10) John Adams	(25) John Barry
(11) Thomas Paine	(26) Thaddeus Kosciusko
(12) Roger Sherman	(27) Casimir Pulaski
(13) Robert R. Livingston	(28) John Jay
(14) Richard Montgomery	(29) Johann De Kalb
(15) Benedict Arnold	(30) Henry Laurens

Events of the War Listed by the Authors:

- (1) Battle of Lexington
- (2) Battle of Concord
- (3) Capture of Crown Point
- (4) Capture of Ticonderoga
- (5) Battle of Bunker Hill
- (6) Invasion of Canada
- (7) Battles of Brooklyn Heights, Harlem and White Plains

- (8) Battle of Trenton
- (9) Battle of Princeton
- (10) Battle of Brandywine
- (11) Occupation of Philadelphia by the British
- (12) Battle of Germantown
- (13) Battle of Saratoga
- (14) Battle of Monmouth
- (15) Capture of Kaskaskia
- (16) Capture of Vincennes
- (17) Battle of Camden
- (18) Battle of King's Mountain
- (19) Battle of Cowpens
- (20) Battle of Guildford Court House
- (21) Surrender at Yorktown
- (22) Capture of the Serapis

The Most Important Event of the War in the Opinion of the Authors:

- (1) Battle of Saratoga

Results of the War Listed by the Authors:

- (1) The independence of the thirteen American colonies was recognized by England.
- (2) The boundaries of the new United States were defined.
- (3) The United States was given the right to navigate the Mississippi River from its source to its mouth.
- (4) Certain fishing ^{rights} off the New England coast were given to the United States.

- (5) The Americans agreed to interpose no legal obstacle to hamper English merchants in collecting debts due them from Americans.
- (6) England agreed to remove its troops from the territory of the United States.
- (7) No provision was made for commercial relations between England and the United States.

Barker, Dodd and Commager's Our Nation's Development gives about 7,770 words to the American Revolution of 1776, and about 3.8% of the total space of their book. The section given over to the American Revolution contains three illustrations, three maps, and no graphs. Although the book contains some colored pictures, the pictures and maps in this section are in black and white. The print is easily read, the paper is good and the book's arrangement invites further acquaintance with the book.

VII- America: Its History and People -- by

Harold Underwood Faulkner and Tyler Kepner

Harper and Brothers, New York, 1934.

In regard to the American Revolution of 1776, the authors state:

The Colonial Policy of European Countries

As far as the colonists were concerned, they existed primarily for the advancement of the home country, and their interests were generally held to be subordinate to those of the mother country....This colonial policy was followed by every colonizing power of Europe. (p.66).

The Colonial System Not Detrimental to Colonies

In spite of the fact that the English colonial policy was essentially selfish and was conceived primarily for the benefit of the home country, it is nevertheless true that the effect was not markedly disastrous. (p.67).

Why the Revolutionary War Was Fought

The English ruling classes never questioned the justice or legality of the various acts which they passed to accomplish this purpose[^{of knitting the} Empire more closely together], for these laws were in line with the whole policy of mercantilism which England and all other European colonial powers had followed for a century. Although at the time there was much talk in America of justice and liberty and 'no taxation without representation', the Revolution was not fought primarily because of any violation of the technical ^{legal} powers of the British government. It came because an ignorant and stupid administration with

slight knowledge of the American problem and no understanding whatsoever of the American mind passed law after law, which in the abstract might be legal and perhaps just, but in the concrete simply goaded the colonists into action, and fanned to a flame the long-smoldering resentment against the whole British colonial system. (p.69).

Proclamation of 1763.

The purpose of the Proclamation [of 1763] was chiefly to regulate the westward movement in a more orderly manner and thus avoid Indian trouble; but the colonists felt that England was hampering the normal development of colonial expansion in order to keep the settlements east of the mountains firmly under her control. (p.70).

British Had Law on Their Side

Whatever might have been the wisdom of adding more duties, the British position seemed to be legally correct. (p.70).

Attitude of Colonists Toward British Regulars

The sending of regulars to America in times of peace was looked upon as a method of overawing the colonists at a time when obnoxious laws were being passed. (pp. 70-71).

Townshend's Mistake

With a cocksureness born of ignorance of America, he [Townshend] at once proposed to increase the revenue obtained from America by new taxes. (p.72).

Attitude of the Colonists Toward Taxation by British

In reality the colonists objected to being taxed at any time, in any way or by any body. To many Americans the benefits of government seemed to be slight, and they rarely saw any of the currency with which the taxes were paid. If they objected to being taxed by their own colonial governments, it was natural that

they should resent taxes levied by an authority beyond the seas. (p.72).

The British Blunder

The efforts of these radical leaders, [Samuel Adams, Patrick Henry and Thomas Jefferson] nevertheless, might have been of no avail if the British government had not blundered again. (p.74).

Governor Hutchinson's part in the Drama

He [Governor Hutchinson] seemed intent upon forcing the issue. (p.75).

The Colonists Condemn the Violence of the Boston Tea Party

This act of violence [Boston Tea Party] was widely condemned in the colonies, and can be excused only on the ground that a break was inevitable, and the sooner it could be precipitated the better. (p.75).

Attitude of Colonists at First Continental Congress

The colonists [at the First Continental Congress] were about equally divided on the legality of Parliament's right to regulate external commerce. (p.76).

Attitude of Colonists in 1775

By 1775 the American colonies had reached the stage where they would no longer subordinate their own interest to those of Great Britain or the Empire as a whole. British imperialists thought they were selfish; but the colonists felt they must protect their own interests. (p.77).

Why the Declaration of Independence Is Great

The Declaration of Independence is one of the great landmarks in history not merely because it announced the birth of an independent American nation, but also because its ringing words were to be a perpetual challenge to despotism and divine-right rule, and a perpetual reminder that 'governments derive their just powers from the consent of the governed.' (p.85).

Why the Colonists Won the War

Why was it that the colonists finally won? [The American Revolution of 1776] Four factors help to explain the result: (1) the geographical nature of the problem, (2) the stupidity of the English war office, (3) aid from France, (4) the unfailing courage and dogged persistency of Washington and his soldiers. (p.86).

Tribute to Howe

Howe's campaign [attack on New York] was well conceived and energetically executed. (p.87).

Why the British Lost at Saratoga

This was a beautiful plan, [to cut the New England colonies off from the other colonies,] but it was foiled by the negligence of the British war office and the valor of the American militia. (p.88).

Evaluation:

The authors appear to believe that the American colonies were treated in the same manner that all other colonies were treated in that period of history by their mother countries. However, they state that it was natural for them eventually to resent the use of their territory and of themselves primarily for the advancement of Great Britain. They feel that the cause of the war was due to "an ignorant and stupid administration with slight knowledge of the American problem and no understanding whatsoever of the American mind" which "goaded" the colonists into action against the mother country by

passing law after law which the colonists resented. In the passing of these laws, they state that the British were probably within their legal rights but they certainly lacked wisdom. As they see it England "blundered" time and again. However, they deplore the part the colonists played in the Boston Tea Party saying that their actions "can be excused only on the ground that a break was inevitable and the sooner it could be precipitated, the better."

As regards Great Britain's losing the war, they claim that this was due chiefly to the "stupidity of the English war office." They state that some of the war plans of the British were "beautiful" but they failed frequently because of the "negligence of the British war office."

The authors give much space to the various Congresses held by the colonists and to the analysis of the Declaration of Independence. They mention quite a number of characters and events. They claim that the American Revolution of 1776 had "far-reaching economic and social effects."

Causes of the War Mentioned by the Authors:

- (1) Navigation Acts
- (2) Manufacturing Act
- (3) Smuggling
- (4) Molasses Act
- (5) Proclamation of 1763
- (6) Sugar Act
- (7) Establishment of standing in America
- (8) Stamp Act
- (9) Taxation without representation
- (10) Writs of Assistance
- (11) Declaratory Act
- (12) Townshend Acts
- (13) Boston Massacre
- (14) Boston Tea Party
- (15) Closing of the port of Boston
- (16) Suspension of the Massachusetts Charter
- (17) Penal Laws
- (18) Quartering Act
- (19) Quebec Act

Persons Mentioned by the Authors:British

(1) Sir Robert Walpole	(10) General Carleton
(2) George Grenville	(11) Lord Cornwallis
(3) George III	(12) Lord Germaine
(4) Horace Walpole	(13) John Burgoyne
(5) William Pitt	(14) Sir Henry Clinton
(6) Charles Townshend	(15) Colonel Tarleton
(7) Lord North	(16) Governor Hamilton
(8) General Gage	(17) Governor Hutchinson
(9) Sir William Howe	(18) Colonel St. Leger

Americans and American Allies

(1) James Otis	(15) Paul Revere
(2) John Adams	(16) Ethan Allen
(3) Patrick Henry	(17) William Prescott
(4) Samuel Adams	(18) Richard Montgomery
(5) John Hancock	(19) Benedict Arnold
(6) Thomas Jefferson	(20) Thomas Paine
(7) Roger Sherman	(21) Richard Henry Lee
(8) Philip Livingston	(22) General Putnam
(9) John Dickinson	(23) General Harkimer
(10) Joseph Galloway	(24) John Stark
(11) George Washington	(25) George Rogers Clark
(12) the Rutledges	(26) Thomas Sumpter
(13) Benjamin Franklin	(27) Francis Marion
(14) William Dawes	(28) Andrew Pickens

(29) Philip Schuyler	(39) Admiral de Grasse
(30) Horatio Gates	(40) Count Rochambeau
(31) Lincoln of Mass.	(41) John Sevier
(32) Morgan of Va.	(42) Nathaniel Greene
(33) Silas Deane	(43) John Jay
(34) Marquis de Lafayette	(44) Henry Laurens
(35) Johann De Kalb	(45) John Barry
(36) Casimir Pulaski	(46) John Paul Jones
(37) Baron von Steuben	(47) Robert Morris
(38) Thaddeus Kosciusko	(48) Hayn Solomon

Events Mentioned by the Authors:

- (1) Battle of Lexington
- (2) Battle of Concord
- (3) Capture of Ticonderoga
- (4) Capture of Crown Point
- (5) Battle of Bunker Hill
- (6) Burning of Falmouth Harbor and Norfolk
- (7) Invasion of Canada
- (8) Evacuation of Boston by the British
- (9) Battles of Brooklyn Heights, Harlem and White Plains
- (10) Battle of Trenton
- (11) Battle of Princeton
- (12) Fall of Oriskany
- (13) Battle of Saratoga
- (14) Battle of Bennington
- (15) Battle of Brandywine

- (16) Occupation of Philadelphia by the British
- (17) Battle of Germantown
- (18) Evacuation of Philadelphia by the British
- (19) Battle of Monmouth
- (20) Capture of Kaskaskia
- (21) Capture of Cahokia
- (22) Capture of Vincennes
- (23) Capture of Savannah
- (24) Capture of Charleston
- (25) Battle of King's Mountain
- (26) Battle of Camden
- (27) Surrender at Yorktown
- (28) Capture of the Serapis

The Most Important Event of the War in the Opinion of the

Authors:

- (1) Battle of Saratoga

Results of the War Mentioned by the Authors:

- (1) The independence of the American colonies was recognized.
- (2) The boundaries of the United States were fixed.
- (3) The Mississippi River was open to the commerce of both England and the United States.
- (4) The United States was given fishing rights off the New England coast.

- (5) The United States Congress agreed not to hamper English merchants in collecting debts owed them by Americans.
- (6) Due to the boycott and the British blockade, manufacturing began in the United States.
- (7) The former governing class of aristocrats was replaced by a new group of people in the United States.
- (8) Bills of Rights appeared in the new state constitutions guaranteeing certain fundamental rights to citizens.
- (9) Laws were passed assuring religious freedom.
- (10) Certain laws, such as those of primogeniture and entail, were abolished.

Faulkner and Kepner's America: Its History and People devotes about 12,480 words and 4.2% of the total book's space to the American Revolution of 1776. The section given to the American Revolution contains one graph, two black and white maps, and seven black and white illustrations. The book's print and pages are large and on the whole it arouses the interest of the reader by its mere appearance.

VIII- History of the American People -- by

David Saville Muzzey

Ginn and Company, Boston, 1929.

In regard to the American Revolution of 1776, the author states:

Removal of the French Menace

For the American colonies it [the end of the French and Indian War] meant the removal of the French and Indian menace, and, therewith, the end of further need of dependence on England for defence. (p.104).

The Complex Nature of the Revolution

The roots of the Revolution were deep and they grew out of a soil prepared for generations by the relation of the colonies to the mother country....It was not a sudden spirit of rebellion that animated the colonies but a deep-seated determination to defend age-long liberties which they saw threatened. (p.106).

The Cause of Colonial Ill Will Toward England

The cause of this remarkable change in affairs [from the good feeling which existed at the end of the French and Indian War to the ill feeling at the time of the Revolution] was a series of acts passed by the British Parliament which inaugurated a new policy in dealing with the American colonies and which led from protest and petition on the part of the colonies to disobedience, defiance, armed resistance, and finally independence. (p.107).

George III

The young king, George III, had neither the disposition nor the ability to be a 'tyrant.' He was too poorly educated to be a statesman, but he was a diligent politician, determined in his obstinate way to control the whole machinery of government. (p.107).

The Colonial Burden in the French Wars

Some of the colonies had already borne more than their share of the burden of the French wars both in men and money. (p.108).

Attitude of Some Parliament Members

There were members of the British Parliament...who understood the situation and opposed taxing America. (pp.110-111).

Townshend's Ability

Townshend had no understanding of the American question. He had voted for the Stamp Act and for its repeal with equal complacency. (p.113).

The British Ministry Blunder

However, even Samuel Adams, by his persistent quarrels with Governor Hutchinson, and Thomas Jefferson, with his plan of intercolonial committees of correspondence, might not have been able to revive the 'flame of liberty' had it not been for a fresh act of folly on the part of the British ministry. (p.116).

Punishment of Massachusetts

Hitherto the measures of the British government had been prompted by the desire to bring the colonies into a closer union with the mother country, not to alienate them further by harsh treatment. The violation of the king's laws, the defiance of the king's officers, and even the destruction of the king's property in America had gone unpunished. But the colonies were still the 'children' of Great Britain, however 'unhappy and deluded' they might be; and like children they should be treated with firmness, tempered by indulgence. When the news of the destruction of the tea arrived, however, Parliament decided that the time for indulgence was over. Massachusetts must be severely punished as an example to the other colonies. (pp.116-117).

Reconciling Liberty with Loyalty

After a century and a half we can, without any sacrifice of grateful admiration for the Fathers of our country, view the events which led up to the Revolution in a spirit of fairness to both sides....The whole question was whether liberty could be reconciled with loyalty. Liberty meant to the colonists the right to direct their own affairs in the new country which had been built up, to extend their commerce without hindrances, to control their officials, and above all to vote their taxes in their own elected assemblies. Loyalty meant to the English obedience to the Acts of Parliament, which was the supreme authority of the Empire. These two views could not be reconciled....Englishmen today generally recognize that the Americans of 1775 were contending for a higher ideal of British freedom than were the ministers of George III. They honor George Washington as a hero rather than condemn him as a rebel. (p.121).

Declaration of War

On July 6 it [the Second Continental Congress] issued a spirited declaration setting forth the causes for taking up arms. 'We are reduced to the alternative of choosing an unconditional submission to the tyranny of irritable ministers or resistance by force. The latter is our choice. We have counted the cost of this contest and find nothing so dreadful as voluntary slavery. Our cause is just, our union is perfect....In defence of the freedom which is our birthright, we have taken up arms. We shall lay them down when hostility shall cease on the part of our aggressors. (p.122-23).

The Nature of the Conflict

The American Revolution from a military point of view was a group of little wars rather than a single war. The one integrating force was the person of the great com-

mander, but George Washington held the army and the cause together by his exhaustless patience and courage rather than by any comprehensive plan of war. (p.130).

Cornwallis Pays Tribute to Washington

When Cornwallis made the final surrender of the British army to Washington at Yorktown, he complimented the American commander upon his 'unsurpassed performance' in New Jersey. (p.133)

The Sword and the Olive Branch

The plain fact is that the commander of King George's forces did not wish to conquer the Americans by the sword. He [Howe] was a Whig (though the king's cousin) and he had promised his constituents in England that he would win the Americans by persuasion and pardon. (p.133).

Evaluation:

Mr. Muzzey writes his account of the American Revolution from the American viewpoint. The colonists, he claims, were defending "age-long liberties which they saw threatened"; their ill feeling toward the mother country was caused by "a series of acts passed by the British Parliament which inaugurated a new policy in dealing with the American colonies"; George III "determined in his obstinate way to control the whole machinery of government," etc..

There were some "members of the British Parliament...who understood the situation" but "Townshend

had no understanding of the American question" and England committed fresh acts "of folly". "Englishmen today generally recognize that the Americans of 1775 were contending for a higher ideal of British freedom than were the ministers of George III."

He calls attention to the admiration which Cornwallis had for George Washington and mentions that Cornwallis gave voice to this feeling on the occasion of his surrender at Yorktown. Englishmen today, he says, "honor George Washington as a hero rather than condemn him as a rebel."

Even when Mr. Muzzey states that after "a century and a half" we can be fair to both sides, he says that "the colonies were determined not to sacrifice their liberty to imperial unity, however much they prized that unity. And it was not until the middle of the nineteenth century that a more representative and democratic Parliament in England began to learn how to preserve the loyalty of its overseas dominions by granting them the very liberties which had been denied to the Americans."

Mr. Muzzey discusses the various congresses held by the Americans in their endeavor to meet England as a unit instead of as thirteen separate colonies and he takes time to analyze the Declaration of Independence. Plans of various campaigns

are also given at length. He mentions many persons who participated in the war as well as a number of the events of the war.

But after reading his account of the American Revolution of 1776, one is impressed with the fact that he almost ignores England's side of the argument. He makes one feel that the colonists were right first, last and always and that the Englishmen of today acknowledge this.

Causes of the War Mentioned by the Author:

- (1) Proclamation of 1763
- (2) Navigation Acts
- (3) Acts of Trade
- (4) Molasses Act
- (5) Sugar Act
- (6) Establishment of a standing army in America
- (7) Stamp Act
- (8) Taxation without representation
- (9) Writs of Assistance
- (10) Declaratory Act
- (11) Townshend Acts
- (12) Smuggling
- (13) Boston Massacre
- (14) Burning of the Gapsee
- (15) Boston Tea Party
- (16) Closing of the port of Boston
- (17) Suspension of the Massachusetts Charter
- (18) Quebec Act

Persons Mentioned by the Author:British

(1) George III	(6) Governor Hutchinson
(2) William Pitt	(7) Governor Colden
(3) George Grenville	(8) Charles Townshend
(4) Edmund Burke	(9) Governor Bernard
(5) Charles Fox	(10) Lord North

(11) General Gage	(21) Major Andre
(12) Major Pitcairn	(22) Admiral Graves
(13) General Howe	(23) Colonel Hamilton
(14) Henry Clinton	(24) Lord Rockingham
(15) John Burgoyne	(25) Richard Oswald
(16) Lord Cornwallis	(26) Lord Shelburne
(17) Lord Germain	(27) ? Camden
(18) Colonel St. Leger	(28) ? Conway
(19) Guy Carleton	(29) ? Barre
(20) Patrick Ferguson	(30) ? Phillips

Americans and American Allies

(1) Daniel Boone	(14) Roger Sherman
(2) James Otis	(15) Christopher Gadsden
(3) Benjamin Franklin	(16) the Rutledges
(4) Richard Henry Lee	(17) John Hancock
(5) Patrick Henry	(18) Parson Jonas Clark
(6) Samuel Adams	(19) William Dawes
(7) Thomas Jefferson	(20) Paul Revere
(8) George Washington	(21) Captain Parker
(9) John Adams	(22) William Prescott
(10) John Dickinson	(23) Ethan Allen
(11) Joseph Galloway	(24) Richard Montgomery
(12) John Jay	(25) Benedict Arnold
(13) Philip Livingston	(26) Ward of Rhode Island

(27) Thomas Paine	(40) Marquis de Lafayette
(28) Edmund Randolph	(41) General Lincoln
(29) George Rogers Clark	(42) John Sevier
(30) John Barry	(43) Thomas Sumter
(31) John Paul Jones	(44) Andrew Pickens
(32) Nathan Hale	(45) Francis Marion
(33) Charles Lee	(46) Nathaniel Greene
(34) John Stark	(47) Admiral de Grasse
(35) General Herkimer	(48) Count Rochambeau
(36) General Gates	(49) Thaddeus Kosciusko
(37) General Schuyler	(50) Count Pulaski
(38) General Morgan	(51) Baron de Kalb
(39) Count d'Estaing	(52) Baron von Steuben

Events Mentioned by the Author:

- (1) Battle of Lexington
- (2) Battle of Concord
- (3) Battle of Bunker Hill
- (4) Capture of Ticonderoga
- (5) Burning of Falmouth Harbor
- (6) Invasion of Canada
- (7) Battle of Brooklyn Heights
- (8) Battle of Trenton
- (9) Battle of Princeton
- (10) Battle of Saratoga
- (11) Battle of Brandywine
- (12) Battle of Germantown

- (13) Occupation of Philadelphia by the British
- (14) Battle of Bennington
- (15) Defeat at Oriskany
- (16) Evacuation of Philadelphia by the British
- (17) Battle of Monmouth
- (18) Capture of Savannah
- (19) Capture of Charleston
- (20) Battle of Camden
- (21) Battle of King's Mountain
- (22) Surrender at Yorktown
- (23) Capture of Kaskaskia
- (24) Capture of Cahokia
- (25) Capture of Vincennes

The Most Important Event of the War in the Opinion of the
Author:

- (1) Battle of Saratoga

Results of the War Mentioned by Mr. Muzzey:

- (1) England recognized the independence of the
American colonies.
- (2) The Mississippi River was fixed as the western
boundary of the United States.
- (3) The Mississippi River was open for navigation to
both England and the United States.
- (4) The Americans were to share in the Newfoundland
fisheries.

- (5) The United States was not to hamper the British merchants in collecting the debts owed them by Americans.
- (6) The social "class" distinctions began to be broken down.
- (7) An attempt was begun to develop manufacturing in the United States.
- (8) The United States was practically bankrupt.

Muzzey's History of the American People gives about 14,760 words or about 6.2% of the total book space to the American Revolution of 1776. The thirteen pictures and six maps in the American Revolution section are in black and white. No graphs appear. The print is easily read and the many pictures and maps make the book inviting.

IX- History of the United States -- by

Charles A. Beard and Mary R. Beard

MacMillan Company, New York, 1929.

About the American Revolution of 1776, the authors state the following:

Political Parties and George III

It is well to remember that King George was not solely responsible for the acts of the British government....Since it was customary to transact official business in the king's name, George got far more blame than he really deserved. (p.114).

British Parliamentary System

Though the members of the House of Commons were elected by popular vote, they did not represent the masses of the people. Cities like Leeds, Manchester, and Birmingham, for example, had no representatives at all.(p.114).

Grenville and the War Debt

More taxes were absolutely necessary and the search for money finally led to America.... Hitherto the Americans had paid the salaries of royal governors and judges, thus keeping them under a certain control. According to the new system the Crown was to pay these salaries and Parliament was to tax the American people. (p.115).

The Sugar Act

Since the heavy debt under which England was laboring had been largely incurred in the defense of America, it seemed reasonable to them that the colonies should take some of the burden off the backs of the English taxpayers. (p.116).

Enforcement of Trade and Navigation Laws

All British officers in America were instructed to be diligent in enforcing the trade and navigation laws. Revenue collectors, officers of the army and navy, and royal governors were curtly ordered to the front to do their full duty in this matter. Their sense of duty was quickened by an appeal to their selfishness, for naval officers who seized offenders against the law were rewarded by large prizes out of the forfeitures and penalties. (p.117).

Colonel Barre's Prophecy

'Believe me--remember I this day told you so', he [Colonel Barré] exclaimed, 'the same spirit of freedom which actuated that people at first will accompany them still...a people jealous of their liberties and who will vindicate them, if ever they should be violated.' The answer of the ministry to a prophecy of rebellion was a threat of force. (p.119).

Grenville's Attitude

'America must learn,' he [Grenville] wailed, 'that prayers are not to be brought to Caesar through riot and sedition.' (p.122).

Townshend Fails To Learn By Experience

Learning nothing from the experience with the Stamp Act, Townshend now pushed through both Houses of Parliament three new laws affecting American trade. (p.123).

Resentment Over the Writs of Assistance

To allow a 'minion of the law' to enter at will a man's house and search his papers and premises was too much for the patience of people who had fled to America in quest for self-government and free homes, who had braved such hardships to establish liberty, and who wanted to carry on their business without official interference. (p.124).

Enforcement of the Intolerable Acts

To enforce these Acts [Intolerable Acts] the military strength of the British government was brought into play. The Commander-in-chief of the armed forces in America, General Gage, was appointed governor of Massachusetts. More soldiers were shipped to the colonies, for now King George was to give the 'rebels', as he called them, a dose of strong medicine. The majesty of his law was to be upheld by arms. (p.130).

The Greatness of the Declaration of Independence

The secret of its [the Declaration of Independence's] greatness lies in the simple fact that it is one of the landmarks in history of a political ideal which for three centuries has been taking form and spreading throughout the earth, challenging kings and princes, shaking down thrones and aristocracies, and breaking the armies of irresponsible power on the battle fields. That ideal, now so familiar, then so novel, is summed up in the single sentence: 'Governments derive their just powers from the consent of the governed.' (pp.140-41).

Geographical Aspects of the War

From first to last the theater of operations extended from Massachusetts to Georgia, a distance of almost a thousand miles. It was nearly three thousand miles from the main base of supplies in England, and behind the coast line was a seemingly endless wilderness into which Americans could retreat....Whenever the British ventured far from the ports of entry, they met reverses....Living by their own labor, holding the interior to which their armies could readily retreat, supplied mainly from native resources, the Americans could not be hemmed in, penned up, and destroyed by one fell blow or even by a series of battles. (pp.150-151).

Sea Power

The British of course made good use of their fleet in cutting off American trade, but control of the sea did not seriously affect the United States at that time. (p.151).

British Lose Supremacy on the Sea

British supremacy on the water could not be broken by American sea captains like John Paul Jones and John Barry, no matter how brilliant their exploits. They demonstrated the skill of American sailors and their courage as fighting men; they caused great losses to British shipping; but they could not dethrone the mistress of the seas.... Not until the French fleet was thrown into the scale did the British have to reckon seriously with the perils of maritime disaster. (p.151).

British Commanders

There is no doubt that all the British commanders were men of experience in fighting.... Though none of the British generals were men of first-rate ability, they all had training and experience to guide them. (pp.151-152).

George Washington

On the other side Americans had a tower of strength in their George Washington. He had long been interested in military strategy and had tested his coolness under fire during the clashes with the French nearly twenty years before. He had no doubts about the justice of his cause such as plagued some of the British generals and put a drag on their activity. Stern, dogged, patient, he drove straight ahead amid victory and defeat. (p.152).

American Generals

Of the generals who served under him [Washington], none could really be called experienced military men when the war opened.... Some had seen fighting with the French and Indians, but none of them had seen warfare on a large scale.

Courage, natural ability, and quickness of mind they had in abundance, and in battles such as were fought in the Revolution those qualities counted heavily in the balance. (p.153).

The Foreign Allies

To these distinguished foreigners who freely threw in their lot with the revolutionists was due much of that spirit and discipline which fitted volunteers and militiamen to cope with British power. (p.154).

Why Did the Americans Win the War?

Then how did the American army actually win the war? For one thing there were delays and blunders on the part of the English generals who in 1775 and 1776 dallied in Boston and New York when they might have destroyed the scattered bands that made up the American army. 'Nothing but the supineness or the folly of the enemy could have saved us,' said Washington in 1780. (p.151).

Evaluation:

The authors endeavor to relate facts and to do nothing more in any way to influence one in forming an opinion. They make only carefully guarded statements such as, "It seemed reasonable to them [the English] that the colonies should take some of the burden off the backs of the English taxpayers" and, "This [the Boston Tea Party] was serious--- open, flagrant, determined violation of the law. As such the British government viewed it."

However they heap up the various offenses of the Crown toward the colonists, telling the reactions of the colonists to these offenses until one is compelled to

feel that the colonists were mistreated.

They state that Grenville cried, "America must learn that prayers are not to be brought to Caesar through riot and sedition" and that "learning nothing from the experience with the Stamp Act" Townshend had his acts put through Parliament. They let their attitude about George III be clearly seen. They ask the reader to remember that "it was customary to transact official business in the king's name" and so "George got far more blame than he really deserved."

They discuss at length the Stamp Act Congress, and the First and Second Continental Congresses. They analyze the Declaration of Independence. They pay glowing tributes to Washington and the many foreigners who cast their lot with the colonists. Many events and persons are mentioned in the course of the discussion. But the two chapters devoted to the American Revolution reveal very little to influence one in forming an opinion.

Causes of the War Mentioned by the Authors:

- (1) Grenville's Restriction of Paper Money
- (2) Proclamation of 1763
- (3) Sugar Act
- (4) Stamp Act
- (5) Taxation without representation
- (6) Smuggling
- (7) Molasses Act
- (8) Trade Acts
- (9) Navigation Acts
- (10) Quartering Act
- (11) Declaratory Act
- (12) Townshend Acts
- (13) Writs of Assistance
- (14) Closing of New York's Assembly
- (15) Boston Massacre
- (16) Boston Tea Party
- (17) "Lexington of the South"
- (18) Burning of the Gaspee
- (19) Closing of the port of Boston
- (20) Suspension of the Massachusetts Charter
- (21) Lord North's Penal laws
- (22) Quebec Act

Persons Mentioned by the Authors:British

(1) George III	(11) General Gage
(2) Lord Bute	(12) Lord Howe
(3) William Pitt	(13) Lord Cornwallis
(4) George Grenville	(14) John Burgoyne
(5) Charles Townshend	(15) Henry Clinton
(6) Colonel Barre	(16) Charles Fox
(7) Edmund Burke	(17) David Hume
(8) George Germain	(18) Catherine Macaulay
(9) Lord North	(19) Dr. Samuel Johnson
(10) Lord Mansfield	(20) Edward Gibbon

Americans and American Allies

(1) Benjamin Franklin	(13) Thomas Jefferson
(2) Patrick Henry	(14) Mrs. John Adams
(3) James Otis	(15) Mrs. Henry Corbin
(4) John Adams	(16) Joseph Galloway
(5) Samuel Adams	(17) General Robertson
(6) Josiah Quincy	(18) Benedict Arnold
(7) Alexander Hamilton	(19) General Montgomery
(8) Gouverneur Morris	(20) John Witherspoon
(9) George Washington	(21) Philip Freneau
(10) Thomas Paine	(22) George Rogers Clark
(11) Christopher Gadsden	(23) General Gates
(12) ? Wythe of Virginia	(24) General Greene

(25) Francis Marion	(39) Mrs.Elizabeth Timothee
(26) Thoman Sumter	(40) Mrs.Mercy Warren
(27) Andrew Pickens	(41) Mrs.John Adams
(28) John Paul Jones	(42) Martha Washington
(29) John Barry	(43) Mrs.Sarah Bache
(30) Charles Lee	(44) Hayn Solomon
(31) Daniel Morgan	(45) James Madison
(32) John Sullivan	(46) James Monroe
(33) Anthony Wayne	(47) Robert Morris
(34) Baron von Steuben	(48) Silas Deane
(35) Marquis de Lafayette	(49) Arthur Lee
(36) Baron de Kalb	(50) John Jay
(37) Casimir Pulaski	(51) General Schuyler
(38) Thaddeus Kosciusko	

Events of the War Mentioned by the Authors:

- (1) Battle of Lexington
- (2) Battle of Concord
- (3) Battle of Bunker Hill
- (4) Evacuation of Boston by the British
- (5) Invasion of Canada
- (6) Battle of Brooklyn Heights, Harlem and White Plains
- (7) Battle of Trenton
- (8) Battle of Princeton
- (9) Occupation of Philadelphia by the British
- (10) Battle of Saratoga

- (11) Evacuation of Philadelphia by the British
- (12) Battle of Monmouth
- (13) Capture of Kaskaskia
- (14) Capture of Vincennes
- (15) Capture of Savannah, Ga..
- (16) Capture of Charleston, S.C.
- (17) Battle of Camden
- (18) Battle of Cowpens
- (19) Battle of King's Mountain
- (20) Battle of Guildford Court House
- (21) Surrender at Yorktown
- (22) Battle of Brandywine
- (23) Battle of Bennington
- (24) Battle of Germantown

The Most Important Event of the War in the Opinion of the Authors:

- (1) Battle of Saratoga

Results of the War Mentioned by the Authors:

- (1) England recognized the independence of the thirteen American colonies.
- (2) The Mississippi River was fixed as the western boundary of the United States.
- (3) Florida was ceded to Spain.

Beard and Beard'd History of the United States gives about 20,757 words or about 8.1% of the space of the entire book to the American Revolution of 1776. The book, with its good paper, large print, fourteen black and white illustrations and two colored ^{maps} in that part devoted to the American Revolution makes a striking appeal for further investigation.

X- History of the United States --by Emerson David Fite
Henry Holt and Co.,
New York, 1916.

Concerning the American Revolution, Mr. Fite states:

The Effect on the British of Their Victory in the Seven Years'
War

In the early days of the seventeenth century it was a great experiment in the world's history for one nation to attempt to build up and govern a frontier in the wilderness thousands of miles away and separated from the home country by a vast ocean. The British had gone into the experiment and had on the whole succeeded admirably, as their prosperous and rapidly growing colonies of the eighteenth century proved. Then going blindly in the face of this acknowledged success, they adopted an entirely different policy and lost thirteen of their most promising colonies. (p.117).

The New Colonial Policy

Let it be remembered that Great Britain did not aim her new legislation at the 'thirteen colonies.' Had anyone at the time spoken of the 'thirteen colonies', the expression would have conveyed no meaning, for no one would have known which thirteen colonies were meant. Great Britain had more than twenty colonies in and her new policy applied to them all, to Jamaica and Barbados as well as to Massachusetts and Virginia. (p.117).

The Sugar Act

The amount of revenue [from the Sugar Act] was not materially increased, whilst an undesirable spirit of resentment against the mother country was aroused, especially in commercial New England. (p.118).

The Stamp Act

The promise was given to the colonies by the

British government that the first revenue secured from the sale of the stamps would be expended for the immediate purpose of putting down the conspiracy of Pontiac, an uprising of the Indians west of the Alleghanies, and that under no circumstances would any portion of the money be expended outside of America.

Massachusetts had levied such a tax [Stamp tax] upon herself in 1755, Great Britain collected such a tax at home, and taxes of the same nature are now collected in the United States; but the Americans of 1765 flatly refused to have anything to do with a tax imposed on them by the British. (p.119).

Constitutional Arguments

No one at all conversant with English history could deny that one of the dearest rights of Englishmen was to vote their own taxes....It was their undoubted right as Englishmen, the Americans claimed, to have a voice in the imposition of such taxes [internal taxes] and without their consent the taxes would be void.

It was sheer nonsense to hold up to the Americans in the crisis the British theory that every member of the House of Commons represented in that body every subject in the kingdom and that consequently the Americans, as members of the British empire, were represented in the Parliament in London. The British and the American views of representation were quite different, and just here was a source of misunderstanding. (p.120).

British and American Views of Representation

The Americans, knowing that they elected no representative to the British Parliament and that none left their shores to attend the meetings of that body, could well claim, from their point of view, that they were unrepresented in the law-making body in London....In justification of the British taxation of America, was the course of Spain, which derived large revenues from her American possessions....France also imposed taxes on her American possessions. (p.121).

The Arbitrary Course of George III

George III was English in his education, a man of tremendous willpower and energy, though not of great intellectual ability. (p.122).

The Townshend Acts

It [Townshend Acts] was more than a regulation of commerce; it was a revenue measure, the income from which was to be used to pay the salaries of the colonial judges and governors. (p.122).

The Trial of the Boston Massacre Soldiers

The efforts of two prominent colonial lawyers, John Adams and Josiah Quincy, in behalf of the accused [English soldiers who fired the shots in the Boston Massacre,] and the conservative verdict of the jury were evidence that the Americans were as a whole fair-minded and not blood-thirsty. (p.124).

The ^Tariff on Tea

In fact, tea could be bought more cheaply in America than in England; but the principle of taxation without representation was involved, and on this point the Americans would not yield. (p.125).

The Intolerable and Quebec Acts

The rapid succession of events could have but one meaning, the mother country and her colonies did not understand one another. A crisis was at hand. (p.126).

The Loyalty of the Continental Congress

The First Continental Congress of 1774 was outwardly a loyal body with no revolutionary tendencies apparent, but it nevertheless strenuously objected to the late 'tyrannical acts' of Great Britain. (p.127).

Criticism of British Generals

Both General Gage and General Howe who suc-

ceeded him in command of the British before the city [Boston] was evacuated, were severely criticized for their 'negligence' and 'delay' during the previous winter, when the weak American lines might have been broken through at almost any time. (p.131).

The British Proclamation of 1763

The real object of the proclamation [of 1763] was as much to check the expansion of the colonies and render them more easy of British control, as it was to safeguard the welfare of the Indians and reconcile them to their new masters; but it availed nothing. The frontiersmen would not brook the unjust restrictions. (p.133).

Evidences of Growing Independence

As a result of the fighting that had already taken place, of the assumption of national powers by the Continental Congress, of the revolutionary formation of new state governments that had already begun, and of the implacable and exasperating attitude of the mother country, the tide of public opinion was setting in fast in favor of independence. (p.138).

Americans Not Opposed to British Sovereignty

The Americans, who opposed the writs of assistance, the stamp tax, the Townshend Acts, and the 'Intolerable Acts of 1774, were avowedly loyal subjects of King George III. They were opposing the government of the day, to be sure, but not the sovereignty of the British Empire. (p.138).

Criticism of General Howe

General Howe was severely criticized for allowing Washington to escape from here [New York City] for with the superior British forces he should have been able to command both the land and water routes of the American retreat. (p.143).

Taxation of Colonies Act

The Taxation of the Colonies Act of 1778, which still governs Great Britain's relations with her colonies in this matter, provided that Parliament 'will not impose any duty, tax or assessment whatever, payable in any of His Majesty's colonies, provinces and plantations in North America or the West Indies; except only such duties as it may be expedient to impose for the regulation of commerce; the net produce of which duties to be always paid and applied to and for the use of the colony, province, or plantation in which the same shall be respectively levied, in such manner as other duties collected by the authority of the respective general courts, or general assemblies of such colonies, provinces or plantations, are ordinarily paid and applied.' (pp.148-150).

Folly of Cornwallis

Cornwallis settled down at Yorktown, Virginia, in just such a foolish situation as that taken by the Americans at Breed's Hill at the outset of the war. (p.159).

Why America Won the War

Green's masterly campaign in the Carolinas, Washington's equally wonderful movement from New York and the timely aid of the French had saved the day. (p.159).

George III at Fault

In making military appointments, in working out the details of military operations, and in the general conduct of the war, he [George III] had directed the policy of the government, his ministers serving merely as his agents. Even the Prime Minister, Lord North...was at heart opposed to the war....After the surrender of Burgoyne, the nation turned to Pitt, the savior of the country in the crisis of the Seven Years' War, and demanded his appointment as Prime Minister, but the King refused. 'This episode,' says Lecky, 'appears to me to be the most criminal in the whole reign of George III.' When the surrender of Cornwallis became known in Great Britain, the people could see nothing

but the decline of the British Empire, and were plunged into the deepest gloom....In obedience to the will of his angered subjects the King at last allowed North to resign, in March 1782. The Whig Prime Minister to succeed him was Lord Rockingham....This was the end of royal control of the British cabinet. From that day to this, no monarch has dared to keep in office ministers who do not possess the confidence of the people. The loss of her American colonies, therefore, profoundly influenced the form of the British government. (p.161).

Evaluation:

In writing his history, Mr. Fite claims that the American Revolution of 1776 came about through misunderstanding on the part of both the colonies and the mother country. In his analysis of the causes which led to the final break, he has been reasonably fair to both sides and has tried to give both sides of the various questions.

For instance, in justification of Great Britain, he says that "Great Britain had more than twenty colonies in America and her new policy applied to them all." Furthermore, Great Britain promised her colonies that no portion of the money raised from the revenue acts "would be expended outside of America." He calls attention to the fact that stamp taxes were nothing new. "Massachusetts," he says, "had levied such a tax on herself in 1755, Great Britain collected such a tax at home, and taxes of the same nature are now collected in the United States." The objection raised by the Americans was due to their belief that Great Britain had no right to tax them since they

were unrepresented in the British Parliament. "Here," says Mr. Fite, "was a source of misunderstanding" as the British and American "views of representation were quite different." However "in justification of the British taxation of America, was the course of Spain" and also of France who collected revenues from their American possessions. In other words, it was customary to derive revenues from one's colonies.

In defense of the colonies, he states that since they claimed they were unrepresented in the English Parliament they were defending "one of the dearest rights of Englishmen," the right to vote their own taxes. In regard to the tea tax, the Americans believed that "the principle of taxation without representation was involved, and on this point the Americans would not yield."

He shows various reasons why the colonists were indignant. The Townshend Acts were a "revenue measure", the Proclamation Act of 1763 was aimed at checking "the expansion of the colonies" and at rendering them "more easy of British control", and the attitude of the mother country was "implacable" and "exasperating." So Britain went "blindly in the face" of her success of empire-building and lost "thirteen of her most promising colonies." In all this trouble, the blame for England's stand is laid upon George III who "directed the policy of the government, his ministers serving merely as his agents."

"The First Continental Congress was outwardly a loyal body with no revolutionary tendencies apparent" and the Americans "were opposing the government of the day, to be sure, but not the sovereignty of the British Empire." As a whole they were "fair-minded and not bloodthirsty" and hoped that a way would be found whereby they could remain English subjects and yet be allowed to levy their own taxes.

The whole trouble, in Mr. Fite's opinion, was that the "mother country and her colonies did not understand one another." However, the loss of the thirteen American colonies taught Great Britain much. The Taxation of the Colonies Act of 1778, which Great Britain offered to the American colonies in the hope of reconciling them, "still governs Great Britain's relations with her colonies " in the matter of taxation. Also because of George III's actions in persisting in waging war on the American colonies in opposition to Lord North and most of his ministers, "the end of royal control of the British cabinet" came about.

In regard to Britain's loss of the war, Mr. Fite claims this was due to "negligence" and "delay" on the part of Gage, Howe and others, to "Greene's masterly campaigns in the Carolinas, Washington's equally wonderful movement from New York, the timely aid of the French" and to the "foolish situation" in which Cornwallis settled

down at Yorktown.

Much space in Mr. Fite's book is devoted to the various campaigns and American Congresses and to the exploits of numerous American heroes.

Causes of the War Mentioned by Mr. Fite:

- (1) Navigation Acts
- (2) Writs of Assistance
- (3) Smuggling
- (4) Molasses Act
- (5) Sugar Act
- (6) Stamp Act
- (7) Taxation without representation
- (8) Declaratory Act
- (9) Townshend Acts
- (10) Quartering Act
- (11) Boston Massacre
- (12) Burning of the Gaspee
- (13) Boston Tea Party
- (14) Boston Port Bill
- (15) Massachusetts Government Act
- (16) Administration of Justice Act
- (17) Quebec Act
- (18) Proclamation of 1763

Persons Mentioned by the Author:British

(1) George Grenville	(5) Lord North
(2) William Pitt	(6) General Gage
(3) George III	(7) Major Pitcairn
(4) Charles Townshend	(8) General Howe

(9) Henry Clinton	(16) Colonel Hamilton
(10) Lord Cornwallis	(17) John Andre
(11) ? Parker	(18) Major Ferguson
(12) Governor Dunmore of Va.	(19) ? Tarleton
(13) Edmund Burke	(20) Admiral Rodney
(14) Colonel St. Leger	(21) Lord Rockingham
(15) General Burgoyne	(22) Lord Shelburne

Americans and American Allies

(1) James Otis	(18) Dr. Joseph Warren
(2) John Dickinson	(19) General Montgomery
(3) Samuel Adams	(20) Colonel Moultrie
(4) John Adams	(21) John Sevier
(5) Josiah Quincy	(22) James Robertson
(6) Richard Henry Lee	(23) Daniel Boone
(7) Patrick Henry	(24) John Jay
(8) George Washington	(25) Benjamin Franklin
(9) Paul Revere	(26) Thomas Jefferson
(10) Captain Parker	(27) Richard Penn
(11) Israel Putnam	(28) Thomas Paine
(12) John Hancock	(29) Roger Sherman
(13) Benedict Arnold	(30) Robert Livingston
(14) John Stark	(31) Charles Lee
(15) Ethan Allen	(32) Robert Morris
(16) Seth Warner	(33) General Herkimer
(17) William Prescott	(34) General Schuyler

(35) General Gates	(49) Nathan Hale
(36) Marquis de Lafayette	(50) General Lincoln
(37) Johann De Kalb	(51) Andrew Pickens
(38) Baron von Steuben	(52) Francis Marion
(39) Thaddeus Kosciusko	(53) Thomas Sumter
(40) Casimir Pulaski	(54) Nathanael Greene
(41) Count d'Estaing	(55) General Morgan
(42) Anthony Wayne	(56) Admiral de Grasse
(43) General Sullivan	(57) Count Rochambeau
(44) George Rogers Clark	(58) Henry Laurens
(45) John Paul Jones	(59) Joseph Galloway
(46) ? Paulding	
(47) ? Williams	
(48) ? Van Wert	

Events of the War Mentioned by the Author:

- (1) Battle of Lexington
- (2) Battle of Concord
- (3) Capture of Ticonderoga
- (4) Capture of Crown Point
- (5) Battle of Bunker Hill
- (6) Invasion of Canada
- (7) Evacuation of Boston by the British
- (8) Burning of Norfolk
- (9) Battle of Brooklyn Heights
- (10) Battle of Trenton

- (11) Battle of Princeton
- (12) Battle of Brandywine
- (13) Battle of Germantown
- (14) Occupation of Philadelphia by the British
- (15) Battle of Oriskany
- (16) Battle of Bennington
- (17) Battle of Saratoga
- (18) Evacuation of Philadelphia by the British
- (19) Battle of Monmouth
- (20) Capture of Stony Point
- (21) Battle against the Indians in Western N.Y.
- (22) Capture of Vincennes
- (23) Capture of the Serapis
- (24) Capture of Savannah
- (25) Capture of Charleston
- (26) Battle of Camden
- (27) Battle of King's Mountain
- (28) Battle of Cowpens
- (29) Battle of Guildford Court House
- (30) Surrender at Yorktown

The Most Important Event of the War in the Opinion of the

Author:

- (1) Battle of Saratoga

Results of the War as Seen by Mr. Fite:

- (1) England recognized the independence of the thirteen American colonies.
- (2) Certain fishing rights off the Newfoundland coast were given to the Americans.
- (3) Both nations were to have the right to navigate the Mississippi River.
- (4) The United States was not to hamper the English merchants in collecting the debts owed them by Americans.
- (5) The Mississippi River was made the western boundary of the United States.
- (6) Florida was given to Spain.
- (7) The royal control of the British cabinet was ended.
"From that day to this, no monarch has dared to keep in office ministers who do not possess the confidence of the people."
- (8) Taxation of the Colonies Act of 1778 is still used by Great Britain in her relations with her colonies.

Fite's History of the United States devotes about 20,790 words or 9.2% of its entire space to the American Revolution of 1776. It contains thirteen black and white illustrations, ten maps, a few of which are in color and

no graphs in that part given over to the American Revolution. The print is fair and the paper, good but the book, copyrighted in 1916, presents rather an obsolete appearance and fails to invite one to further acquaintance.

COMPARISONS

In the following comparisons, the Roman numerals refer to those given the books when they were analyzed.

I- refers to Warner and Marten's Groundwork of British History.

II-refers to Mowat's A New History of Great Britain.

III- refers to Muir's British History.

IV- refers to Rayner's A Concise History of Britain.

V- refers to Somervell's A Concise History of Great Britain.

VI- refers to Barker, Dodd and Commager's Our Nation's Development.

VII-refers to Faulkner and Kepner's America: Its History and People.

VIII-refers to Muzzey's History of the American People.

IX- refers to Beard and Beard's History of the United States.

X- refers to Fite's History of the United States.

The first five of these books are those used in the secondary schools of England and the last five are those used in the secondary schools of the United States of America.

In making the comparisons between the ten books, if the item compared was mentioned in a book, the number of

the book has been listed ---in the British column, if a British book and in the American column if an American book. If the item was not mentioned in a book, the book's number was omitted.

CAUSES OF THE WAR

<u>BRITISH BOOKS</u>		<u>AMERICAN BOOKS</u>	<u>TOTAL</u>
(a) <u>Trade Restrictions</u>			
I,	V	VIII, IX,	4
(b) <u>Manufacturing Restrictions</u>			
I, II,	V	VII,	4
(c) <u>Navigation Acts</u>			
I, II,	IV, V	VII, VIII, IX, X	8
(d) <u>Smuggling</u>			
I,	III, IV, V	VII, VIII, IX, X	8
(e) <u>Establishment of a standing army in America</u>			
I,	V	VII, VIII,	4
(f) <u>Stamp Act</u>			
I, II, III, IV, V		VI, VII, VIII, IX, X	10
(g) <u>Taxation without representation</u>			
I, II, III, IV, V		VI, VII, VIII, IX, X	10
(h) <u>Townshend Acts</u>			
I,	IV,	VI, VII, VIII, IX, X	7
(i) <u>Boston Massacre</u>			
I, II, III, IV, V		VI, VII, VIII, IX, X	10

(j) <u>Boston Tea Party</u>										TOTAL
I, II,	III,	IV,	V		VI,	VII,	VIII,	IX,	X	10
(k) <u>Burning of the Gaspee</u>										
I,	II,				VI,		VIII,	IX,	X	6
(l) <u>Closing of the Port of Boston</u>										
I,	II,		IV,	V		VI,	VII,	VIII,	IX,	9
(m) <u>Suspension of the Massachusetts Charter</u>										
I,	II,	III,	IV,	V		VI,	VII,	VIII,	IX,	10
(n) <u>Molasses Act</u>										
		III,				VI,	VII,	VIII,	IX,	6
(o) <u>Declaratory Act</u>										
		III,				VI,	VII,	VIII,	IX,	6
(p) <u>Quebec Act</u>										
I,		III,				VII,	VIII,	IX,	X	6
(q) <u>Lord North's Penal Laws</u>										
		III,		V		VII,		IX,		4
(r) <u>Removal of the French Menace</u>										
		III,		V		VI,				3
(s) <u>Governmental System</u>										
		III,	IV,	V						3
(t) <u>Proclamation of 1763</u>										
		III,				VII,	VIII,	IX,	X	5
(u) <u>Townshend's Penal Laws</u>										
						VI,				1

(v) <u>Administration of Justice Act</u>					<u>TOTAL</u>
		VI,		X	2
(w) <u>Sugar Act</u>					
		VI, VII, VIII, IX, X			5
(x) <u>Writs of Assistance</u>					
		VI, VII, VIII, IX, X			5
(y) <u>Quartering Act</u>					
		VII,		IX,	2
(z) <u>Closing of New York's Assembly</u>					
				IX	1
(a') <u>Lexington of the South</u>					
				IX	1
(b') <u>Grenville's Restriction of Paper Money Act</u>					
				IX	1
(c') <u>Old Colonial System</u>					
IV					1
(d') <u>The Mercantile System</u>					
IV, V					2

PERSONS MENTIONED

<u>BRITISH</u>		<u>TOTAL</u>
<u>BRITISH BOOKS</u>	<u>AMERICAN BOOKS</u>	
(a) <u>George Grenville</u>		
I, II, III, IV, V	VII, VIII, IX, X	9
(b) <u>William Pitt</u>		
I, II, III, IV, V	VI, VII, VIII, IX, X	10
(c) <u>George III</u>		
I, II, III, IV, V	VI, VII, VIII, IX, X	10
(d) <u>Charles Townshend</u>		
I, III, IV, V	VI, VII, VIII, IX, X	10
(e) <u>Lord North</u>		
I, II, III, IV, V	VI, VII, VIII, IX, X	10
(f) <u>General Gage</u>		
I, III, IV, V	VI, VII, VIII, IX, X	9
(g) <u>Major Pitcairn</u>		
	VIII, X	2
(h) <u>General Howe</u>		
I, II, III, IV, V	VI, VII, VIII, IX, X	10
(i) <u>Henry Clinton</u>		
I, II, III, IV	VII, VIII, IX, X	8
(j) <u>Lord Cornwallis</u>		
I, II, III, IV, V	VI, VII, VIII, IX, X	10
(k) <u>? Parker</u>		
	X	1

										<u>TOTAL</u>
(l)	<u>Governor Dunmore</u>									
								X		1
(m)	<u>Edmund Burke</u>									
I, II, III, IV,						VIII, IX, X				7
(n)	<u>Lord Howe</u>									
								X		1
(o)	<u>Colonel St. Leger</u>									
					VII, VIII,			X		3
(p)	<u>John Burgoyne</u>									
I, II, III, IV, V				VI, VII, VIII, IX, X						10
(q)	<u>Colonel Hamilton</u>									
					VII, VIII,			X		3
(r)	<u>John Andre</u>									
						VIII		X		2
(s)	<u>Major Ferguson</u>									
								X		1
(t)	<u>? Tarleton</u>									
	IV				VII,			X		3
(u)	<u>Admiral Rodney</u>									
II, III, IV, V								X		5
(v)	<u>Lord Rockingham</u>									
I, II, III, IV						VIII,		X		6
(w)	<u>Lord Shelburne</u>									
III,				VI,		VIII,		X		4

			<u>TOTAL</u>
(x) <u>Lord George Germaine</u>			
I, II,	VII, VIII, IX		5
(y) <u>General Carleton</u>			
I, II,	VII, VIII,		4
(z) <u>? Bolingbroke</u>			
II, III,			2
(a') <u>Lord Bute</u>			
II, III,		IX,	3
(b') <u>Duke of Grafton</u>			
II, III,			2
(c') <u>Lord Rawdon</u>			
II,			1
(d') <u>Duke of Newcastle</u>			
III,			1
(e') <u>John Wilkes</u>			
III,			1
(f') <u>Duke of Bedford</u>			
III,			1
(g') <u>Lord Sandwich</u>			
III,			1
(h') <u>Charles Fox</u>			
III,		VIII, IX,	3
(i') <u>Richard Oswald</u>			
	VI,	VIII,	2

		<u>TOTAL</u>
(j') <u>Sir Robert Walpole</u>	VII,	1
(k') <u>Horace Walpole</u>	VII,	1
(l') <u>Governor Hutchinson</u>	VII, VIII,	2
(m') <u>? Camden</u>	VIII,	1
(n') <u>? Conway</u>	VIII,	1
(o') <u>? Barre</u>	VIII, IX,	2
(p') <u>Governor Colden</u>	VIII,	1
(q') <u>Governor Bernard</u>	VIII,	1
(r') <u>Colonel Ferguson</u>	VIII,	1
(s') <u>? Phillips</u>	VIII,	1
(t') <u>Admiral Graves</u>	VIII,	1
(u') <u>Lord Mansfield</u>	IX,	1

(v') David Hume

	<u>TOTAL</u>
IX,	1

(w') Catherine Macaulay

IX,	1
-----	---

(x') Dr. Samuel Johnson

IX	1
----	---

(y') Edward Gibbon

IX,	1
-----	---

(z') Dean Tucker

V

1

(A²) Adam Smith

V

1

(B²) Governor Elliott

V

1

AMERICAN AND AMERICAN ALLIESTOTALBRITISH BOOKSAMERICAN BOOKS

(a) <u>James Otis</u>										
		VI,	VII,	VIII,	IX,	X		5		
(b) <u>John Dickinson</u>										
			VII,	VIII,		X		3		
(c) <u>Samuel Adams</u>										
IV, V		VI,	VII,	VIII,	IX,	X		7		
(d) <u>John Adams</u>										
		VI,	VII,	VIII,	IX,	X		5		
(e) <u>Josiah Quincy</u>										
					IX,	X		2		
(f) <u>Richard Henry Lee</u>										
		VI,	VII,	VIII,		X		4		
(g) <u>Patrick Henry</u>										
		VI,	VII,	VIII,	IX,	X		5		
(h) <u>George Washington</u>										
I, II, III, IV, V		VI,	VII,	VIII,	IX,	X		10		
(i) <u>Paul Revere</u>										
		VI,	VII,	VIII,		X		4		
(j) <u>John Hancock</u>										
			VII,	VIII,		X		3		
(k) <u>Captain Parker</u>										
				VIII,		X		2		
(l) <u>Israel Putnam</u>										
			VII,			X		2		

										TOTAL
(m)	<u>Benedict Arnold</u>									
	II, III, IV,			VI,	VII,	VIII,	IX,	X		8
(n)	<u>John Stark</u>									
					VII,	VIII,		X		3
(o)	<u>Ethan Allen</u>									
					VII,	VIII,		X		3
(p)	<u>Seth Warner</u>									
								X		1
(q)	<u>Colonel William Prescott</u>									
					VII,	VIII,		X		3
(r)	<u>Dr. Joseph Warren</u>									
								X		1
(s)	<u>General Montgomery</u>									
				VI,	VII,	VIII,	IX,	X		5
(t)	<u>Colonel Moultrie</u>									
								X		1
(u)	<u>John Sevier</u>									
					VII,	VIII,		X		3
(v)	<u>James Robertson</u>									
								X		1
(w)	<u>Daniel Boone</u>									
						VIII,		X		2
(x)	<u>John Jay</u>									
				VI,	VII,	VIII,	IX,	X		5

TOTAL

		(y) <u>Benjamin Franklin</u>							
	III,			VI,	VII,	VIII,	IX,	X	6
		(z) <u>Thomas Jefferson</u>							
		V		VI,	VII,	VIII,	IX,	X	6
		(a') <u>Richard Penn</u>						X	1
		(b') <u>Thomas Paine</u>							
				VI,	VII,	VIII,	IX,	X	5
		(c') <u>Roger Sherman</u>							
				VI,	VII,	VIII,		X	4
		(d') <u>Robert Livingston</u>							
				VI,				X	2
		(e') <u>Charles Lee</u>							
				VI,		VIII,	IX,	X	4
		(f') <u>Robert Morris</u>							
					VII,		IX,	X	3
		(g') <u>General Herkimer</u>							
					VII,	VIII,		X	3
		(h') <u>General Schuyler</u>							
	II,				VII,	VIII,	IX,	X	5
		(i') <u>General Gates</u>							
I,	III,				VII,	VIII,	IX,	X	6
		(j') <u>Marquis de Lafayette</u>							
	II,			VI,	VII,	VIII,	IX,	X	6

					<u>TOTAL</u>
(k')	<u>Johann de Kalb</u>				
		VI,	VII,	VIII,	IX, X
					5
(l')	<u>Baron von Steuben</u>				
		VI,	VII,	VIII,	IX, X
					5
(m')	<u>Thaddeus Kosciusko</u>				
		VI,	VII,	VIII,	IX, X
					5
(n')	<u>Casimir Pulaski</u>				
		VI,	VII,	VIII,	IX, X
					5
(o')	<u>Count d'Estaing</u>				
				VIII,	X
					2
(p')	<u>Anthony Wayne</u>				
				IX,	X
					2
(q')	<u>General Sullivan</u>				
				IX,	X
					2
(r')	<u>George Rogers Clark</u>				
		VI,	VII,	VIII,	IX, X
					5
(s')	<u>John Paul Jones</u>				
		VI,	VII,	VIII,	IX, X
					6
(t')	<u>? Paulding</u>				
				X	
					1
(u')	<u>? Williams</u>				
				X	
					1
(v')	<u>? Van Wert</u>				
				X	
					1
(w')	<u>Nathan Hale</u>				
				VIII,	X
					2

II,

		<u>Total</u>
(k ²) <u>the Rutledges</u>	VII, VIII,	2
(l ²) <u>William Dawes</u>	VII, VIII,	2
(m ²) <u>Silas Deane</u>	VII, IX,	2
(n ²) <u>Hayn Solomon</u>	VII, IX,	2
(o ²) <u>Parson Jonas Clark</u>	VIII,	1
(p ²) <u>? Ward of Rhode Island</u>	VIII,	1
(q ²) <u>Edmund Randolph</u>	VIII,	1
(r ²) <u>Alexander Hamilton</u>	IX,	1
(s ²) <u>Gouverneur Morris</u>	IX,	1
(t ²) <u>? Wythe of Virginia</u>	IX,	1
(u ²) <u>Mrs. John Adams</u>	IX,	1
(v ²) <u>Mrs. Henry Corbin</u>	IX,	1
(w ²) <u>General Robertson</u>	IX,	1

		<u>TOTAL</u>
(x ²) <u>John Witherspoon</u>		
	IX,	1
(y ²) <u>Philip Freneau</u>		
	IX,	1
(z ²) <u>Mrs. Elizabeth Timothee</u>		
	IX,	1
(a ³) <u>Mrs. Mercy Warren</u>		
	IX,	1
(b ³) <u>Mrs. John Adams</u>		
	IX,	1
(c ³) <u>Martha Washington</u>		
	IX,	1
(d ³) <u>Mrs. Sarah Bache</u>		
	IX,	1
(e ³) <u>James Madison</u>		
	IX,	1
(f ³) <u>James Monroe</u>		
	IX,	1

EVENTS OF THE WAR

<u>BRITISH BOOKS</u>					<u>AMERICAN BOOKS</u>					<u>TOTAL</u>	
(a) <u>Battle of Lexington</u>											
I,	II,	III,	IV,	V		VI,	VII,	VIII,	IX,	X	10
(b) <u>Battle of Concord</u>											
						VI,	VII,	VIII,	IX,	X	5
(c) <u>Capture of Ticonderoga</u>											
						VI,	VII,	VIII,		X	4
(d) <u>Capture of Crown Point</u>											
						VI,	VII,			X	3
(e) <u>Battle of Bunker Hill</u>											
I,	II,	III,	IV,	V		VI,	VII,	VIII,	IX,	X	10
(f) <u>Invasion of Canada</u>											
I,	II,	III,				VI,	VII,	VIII,	IX,	X	8
(g) <u>Evacuation of Boston by the British</u>											
I,		III,		V			VII,		IX,	X	6
(h) <u>Burning of Norfolk</u>											
							VII,			X	2
(i) <u>Battle of Brooklyn Heights</u>											
						VI,	VII,	VIII,	IX,	X	5
(j) <u>Battle of Trenton</u>											
I,	II,	III,				VI,	VII,	VIII,	IX,	X	8
(k) <u>Battle of Princeton</u>											
						VI,	VII,	VIII,	IX,	X	5
(l) <u>Battle of Brandywine</u>											
I,		III,	IV,	V		VI,	VII,	VIII,	IX,	X	9

(m) <u>Battle of Germantown</u>					<u>TOTAL</u>
III,		VI, VII, VIII, IX, X			6
(n) <u>Occupation of Philadelphia by the British</u>					
I, II, III, IV, V		VI, VII, VIII, IX, X			10
(o) <u>Battle of Oriskany</u>					
		VII, VIII, X			3
(p) <u>Battle of Bennington</u>					
		VII, VIII, IX, X			4
(q) <u>Battle of Saratoga</u>					
I, II, III, IV, V		VI, VII, VIII, IX, X			10
(r) <u>Evacuation of Philadelphia by British</u>					
I, III,		VII, VIII, IX, X			6
(s) <u>Battle of Monmouth</u>					
		VI, VII, VIII, IX, X			5
(t) <u>Capture of Stony Point</u>					
			X		1
(u) <u>Battle with Indians in Western N.Y.</u>					
			X		1
(v) <u>Capture of Vincennes</u>					
		VI, VII, VIII, IX, X			5
(w) <u>Capture of the Serapis</u>					
		VI, VII,	X		3
(x) <u>Capture of Savannah</u>					
I, III, IV,		VII, VIII, IX, X			7
(y) <u>Capture of Charleston</u>					
I, II, III, IV,		VII, VIII, IX, X			8

										TOTAL
(z) <u>Battle of Camden</u>										
I,	II,	III,				VI,	VII,	VIII,	IX, X	8
(a') <u>Battle of King's Mountain</u>										
						VI,	VII,	VIII,	IX, X	5
(b') <u>Battle of Cowpens</u>										
						VI,			IX, X	3
(c') <u>Battle of Guildford Court House</u>										
I,	II,	III,				VI,			IX, X	6
(d') <u>Surrender at Yorktown</u>										
I,	II,	III,	IV,	V		VI,	VII,	VIII,	IX, X	10
(e') <u>Occupation of New York</u>										
I,		III,	IV,	V						4
(f') <u>Attempt of British to Seize Charleston</u>										
		III,								1
(g') <u>Capture of Kaskaskia</u>										
						VI,	VII,	VIII,	IX,	4
(h') <u>Burning of Falmouth Harbor</u>										
							VII,	VIII,		2
(i') <u>Capture of Cahokia</u>										
							VII,	VIII,		2

THE MOST IMPORTANT EVENT OF THE WAR

BRITISH BOOKS

AMERICAN BOOKS

(a) <u>Battle of Saratoga</u>										
I,	II,	III,	IV,	V		VI,	VII,	VIII,	IX, X	10

RESULTS OF THE WAR

<u>BRITISH BOOKS</u>	<u>AMERICAN BOOKS</u>	<u>TOTAL</u>
(a) <u>The independence of the United States was recognized.</u>		
I, II, III, IV, V	VI, VII, VIII, IX, X	10
(b) <u>The foundations of another empire (Canada) are strengthened.</u>		
I,		1
(c) <u>Florida is ceded to Spain.</u>		
I, II, III, V	IX, X	6
(d) <u>The modern, self-governing British Empire was developed.</u>		
II,		1
(e) <u>The American Revolution made the French Revolution inevitable.</u>		
III,		1
(f) <u>The boundaries of the United States were defined.</u>		
V	VI, VII, VIII, IX, X	6
(g) <u>Both England and the United States secured the right to navigate the Mississippi.</u>		
	VI, VII, VIII, X	4
(h) <u>The United States secured fishing rights off Newfoundland.</u>		
	VI, VII, VIII, X	4
(i) <u>The United States agreed not to hamper English merchants in collecting debts owed by the Americans.</u>		
	VI, VII, VIII, X	4
(j) <u>English troops were to be removed from the United States.</u>		
	VI,	1
(k) <u>No provision was made for commercial relations between England and the United States.</u>		
	VI,	1

		<u>TOTAL</u>
(l) <u>Manufacturing was begun in the United States.</u>	VII, VIII,	2
(m) <u>The governing class of aristocrats was replaced by a new group of people in the United States.</u>	VII, VIII,	2
(n) <u>Bills of Rights were included in the new state constitutions of the United States.</u>	VII,	1
(o) <u>Certain laws, such as those of primogeniture and of entail, were abolished in the United States.</u>	VII,	1
(p) <u>The United States was practically bankrupt.</u>	VIII,	1
(q) <u>The royal control of the British cabinet was ended.</u>	X	1
(r) <u>The Taxation of the Colonies Act of 1778 has been used by England ever since.</u>	X	1
(s) <u>France secured certain small islands.</u>	I, II, III, V	4

CHAPTER IV

SUMMARY AND CONCLUSIONS

CHAPTER IV

SUMMARY AND CONCLUSIONS

Thesis: The purpose of this study was to compare the treatment of the American Revolution of 1776 in some currently used secondary school history textbooks of England with some of those used currently in the secondary schools of the United States.

Inferences: The writer found it necessary to make several inferences. First, the writer inferred that the ten books used in this study are today in use in the secondary schools of the respective countries; second, that the books examined are typical of the history textbooks in use in the secondary schools of the respective countries; third, that the number of books used is sufficient to warrant significant conclusions; fourth, that the evaluation of the books has been objective, in so far as that is possible; and fifth, that a fair basis of comparison has been used.

Conclusions:

1. The American books devote more space to the American Revolution of 1776 than do the British books.
2. The American books are edited in a more attractive fashion --with pictures and maps--than are the British books.
3. The books differ greatly in the causes, events, results, and persons discussed.
4. No British book is Pro-British.

5. Two American books are Pro-American.
6. The British books present a rather neutral viewpoint.
7. The newer American books present a rather neutral viewpoint.
8. The British books either place the entire blame for the the war on Great Britain or on the misunderstanding existing between Great Britain and the thirteen colonies.
9. The older American books place the blame for the war on Great Britain, while the newer books present the facts and allow the reader to form his own judgment.
10. The American books give much space to the Stamp Act Congress and the First and Second Continental Congresses.
11. The British books either do not mention these Congresses or else simply mention them in passing.
12. The American books treat the American Revolution of 1776 as an event of momentous importance.
13. The British books treat the American Revolution of 1776 as a mere incident in Britain's history.
14. The American books are written in such a way as to inspire respect and veneration for one's forbears.
15. The British books are not written with a desire to inspire respect and veneration for one's forbears.
16. American books mention more causes of the war than do British books.
17. Some American book mentions the majority of the causes mentioned in the British books.

18. Some British book mentions the majority of the causes mentioned in the American books.
19. Four causes --the Stamp Act, Boston Massacre, Boston Tea Party and the suspension of the Massachusetts' Charter-- are mentioned in all the American as well as in all the British books.
20. "Taxation without Representation" is referred to in all the American and in all the British books as a cause of the war.
21. Some British books mention the Declaration of Independence.
22. All American books mention the Declaration of Independence.
23. American books mention more events of the war than do the British books.
24. Five events of the war --the Occupation of Philadelphia, the Battle of Lexington, the Battle of Bunker Hill, the Battle of Saratoga and the Surrender at Yorktown-- are mentioned in all the American and in all the British books.
25. The Battle of Saratoga is mentioned as the most important event of the war in all the American and in all the British books.
26. The American books mention more persons than do the British books.
27. George Washington is the only American mentioned in all the American and in all the British books.

28. Six British persons --William Pitt, George III, Lord North, General Howe, Lord Cornwallis and General Burgoyne-- are mentioned in all the American and in all the British books.
29. All the books --American and British-- give some results of the war.
30. The American books tend to give the results of importance to America.
31. The British books tend to give the results of importance to Great Britain.
32. One American book mentions two results of great importance to the British Empire today.
33. All American and all British books mention as a result of the war the independence of the thirteen American colonies.

Criteria for Teachers:

This study can be seen to have certain implications for teachers. The history textbooks used in the secondary schools of England and of the United States of America have been found to vary in their treatment of the American Revolution of 1776. The American books do more to foster hero worship of one's forbears than do the English books. And in this there is a certain danger. The English books are found to give a fairer presentation of the war than do the American

books. What should the American teachers do about this? Probably it would be well for every teacher of history in the schools of the United States, when teaching a controversial subject, to check himself by the following criteria which have been suggested by this study.

1. Good teaching is not satisfied with presenting only that information contained in one textbook.
2. Good teaching makes use of many reference books.
3. Good teaching presents the viewpoint of as many authors as possible.
4. Good teaching aids the pupils to determine what is the probable truth after a consideration of many viewpoints.
5. Good teaching aims to make the pupils well informed on a subject before they attempt to form an opinion.
6. Good teaching aims to develop pupils who are open-minded.
7. Good teaching does not tolerate pupils who are one-sided.
8. Good teaching does not compel pupils to accept certain ideas and attitudes.
9. Good teaching allows pupils to form their own ideas and attitudes provided they are logically sound.
10. Good teaching honestly tries to present all sides of a controversial subject .
11. Good teaching does not spread propaganda.
12. Good teaching tries to offset all propaganda by teaching the facts in so far as they can be known.

13. Good teaching leads pupils to love their native land,
to glory in her good deeds and to despise her evil deeds.
14. Good teaching teaches intelligent loyalty to one's
country.
15. Good teaching teaches pupils to hate the greed and duplic-
ity of any country --their own as well as another.
16. Good teaching tries to develop an international outlook
in pupils.
17. Good teaching finds the teacher acting merely as a guide
when teaching controversial subjects.
18. Good teaching finds the teacher so teaching a contro-
versial subject that his pupils cannot tell what are his
beliefs on the subject.

If a teacher finds that he rates high according to these
criteria, he may count himself a good teacher.

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Elementary-----Public Schools of Louisville, Kentucky

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College-----B.A. University of Louisville--1912

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Correspondence work with the University of
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Elementary Schools in Louisville, Kentucky:

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Columbian

J.B. Atkinson

Junior High Schools in Louisville, Kentucky:

Eastern

Monsarrat

Parkland

Louisville Junior High School

Senior High Schools in Louisville, Kentucky:

Louisville Girls' High School

J.M. Atherton High School for Girls